Moving Towards Seattle in 2014

Peter Vorderer, ICA President-Elect, U of Mannheim

With more than 4,000 submissions received for our 2014 conference in Seattle, this one promises to be one of the biggest in ICA history, second only to London in 2013 (which we now unofficially call the "mother of all ICA conferences"). The number of preconferences in Seattle will be even higher than in London: There will be 29 in total, to be held on 22 May with the main conference starting the following day. We will also need to extend the Seattle conference by a few hours (though not by an entire half day as we did in London), ending with a closing plenary on 26 May from 1:30 to 2:45 PM. This should provide most of our members with the opportunity to fly out on the same day or-for those going overseas-on that very night. As a consequence of the high volume of submissions, the acceptance rate will necessarily be rather competitive again this year, but with the short extension of the conference (which ultimately provides more time slots for papers and panels), we have been able to settle at a final acceptance rate of 36.52%.

The conference theme chair, Helen Wang, and I were particularly glad to see a strikingly high number of submissions to the theme sessions for the Seattle conference: The conference theme of "Communication and 'The Good Life'" attracted 30 full papers and 29 panel proposals. These will be evaluated for inclusion in up to 10 sessions and 4 poster presentations, thus making the theme sessions more competitive than any of the standard divisions and interest groups this year.
Finally, most of the plenaries have been determined by now. We plan to devote the two biggest ones—the opening and the closing plenaries—to issues that are related to the conference theme, and we are hoping to provide interesting opportunities to get into the mood (or rather the mindset) of the conference theme at the opening session, with the closing discussion offering us a chance to hopefully cultivate new insights and perspectives on the relationship between communication and "the good life."

President's Message: Regional Conferences, Global Outreach

Francois Heinderyckx, ICA President, U libre de Bruxelles (ULB)

Over the years, ICA has developed a strategy to reach out to scholars in regions that are underrepresented in ICA’s membership. These efforts are not just about increasing the global reach of the association. It is more importantly about improving the circulation of ideas, knowledge, and scholarship across national, cultural and language barriers. Although English has emerged as the language of international exchange (academic circles are no exception), it is still the case that large portions of high-quality scholarship are somewhat confined to a specific national or regional context, in spite of the fact that this work bears significant relevance beyond that particular sphere. Some of these regions might also have limited access to research published in other regions. Therefore, the motivation to reach out is both to improve the international visibility of quality research conducted in certain regions, and to improve the access scholars in these regions have to the literature, the colleagues and the dissemination channels of other parts of the world.

ICA has established a formal procedure to select, each year, up to two conferences with which ICA will associate under the ‘Regional Conference’ scheme, including a financial support of up to 10,000 USD. Each time, ICA mandates one or more members (often Executive Committee members) to liaise with the organizers to ensure that the conference will create as many opportunities as possible to serve the goals of regional conferences. The call for proposals, the invitation of keynotes, the venue, the theme, everything is conceived so as to increase the opportunities of international contacts, of exchange and networking. Regional conferences, like most of ICA’s activities, are all about bridging.

Recent regional conferences have been rather successful in many ways, but in different ways. There is not an 'ICA Regional Conference' format that would impose itself on all such conferences. This is not only because ICA is not the lead organizer, but because it's all about respecting, and in fact magnifying and praising the local or regional approach to communication research. It is never, and should never be seen as any kind of proselytism or condescension on the part of ICA.
Within the three such conferences I attended, I would even say that ICA as an institution and whoever was representing ICA were showing humility, curiosity, and eagerness to learn and share more, to connect and to bridge. Local organizers emphatically insist that they are honored ICA is associated with the conference, and we invariably reply that it is ICA that is honored to have been called on.

While each of these conferences was a success, whether or not they served the aims of the 'Regional Conferences' strategy remains to be seen. Only time will tell. It appears though that the positive effect of these conferences can be enhanced when combined with other initiatives, when the international presence is an opportunity to discuss future plans for projects, publications or exchange. The latest Regional conference was exemplary. It took place in Shanghai, China, 8-10 November 2013. With over 200 participants, including four ICA presidents Patrice Buzzanell, Cynthia Stohl, Peter Vorderer, and myself) and 33 different sessions, the conference was dense and well attended. But the conference was remarkable in other ways as well. It was the result of a joint effort by the communication component of 20 different universities (*), not just from continental China, but also from Hong Kong, Macao and Taiwan. This is, we were told, unprecedented and it would be fair to say that ICA's insistence, initially, that the conference be hosted by several universities, had something to do with this premiere (along with the expert involvement of Patrice Buzzanell throughout the process). Furthermore, and as a result of such a range of institutions present, the conference became the venue chosen to finalize and officially launch the Global Chinese Communication Association, an overarching association that will coordinate the many different associations that already exist in China in the field of communication. "The statutes of the new association were largely inspired by that of ICA", we were told. This, in itself, can be seen as a lasting outcome of this regional conference that should, in the future, greatly facilitate any initiative to bridge communication scholars in China with colleagues around the world. The conference was also an opportunity to make significant progress in ongoing discussions about ways to associate ICA with high quality academic journals published in languages other than English.

It must be said that these regional conferences are also, and above all, very pleasant and gratifying human experiences.

(*) The conference was sponsored by East China Normal U, Fudan U, Guangxi U, Huazhong U of Science and Technology, Jinan U, Nanjing U, Pekin U, Shanghai Jiao Tong U (Conference secretariat), Shanghai U, Shenzhen U, Sichuan U, Tsinghua U, Zhejiang U, Hong Kong Baptist U, The Chinese U of Hong Kong, Shih Hsin U of Taiwan and ICA. It was co-organized by Communication U of China, Renmin U of China, Wuhan U, U of Macau, Brian Lamb School of Communication (Purdue U), Department of Intercultural Communication and Management (Copenhagen Business School).

Jennifer Bartlett, Public Relations, Queensland U of Technology
Jana Holsanova, Visual Communication Studies, Lund U
Interest Group Chairs
Richard J. Doherty, Environmental Communication, U of Illinois
James Ivory, Game Studies, Virginia Tech
Vincent Doyle, Gay, Lesbian, Bisexual, & Transgender Studies, IE U
Adrienne Shaw, Gay, Lesbian, Bisexual, & Transgender Studies, Temple U
Liz Jones, Intergroup Communication, Chapman U
Editorial & Advertising
Michael J. West, ICA, Publications Manager
Jennifer Le, ICA, Executive Assistant
ICA Newsletter is published 10 times annually (combining January-February and June-July issues) by the International Communication Association.
How Was London? Results From the London Conference Survey

Peter Vorderer, ICA President-Elect, U of Mannheim, Germany

Shortly after each of our annual conferences, as I'm sure you know, we invite all of our members to give us feedback on how satisfied they were with the event and what they'd like to see at future conferences. In the case of last year's conference in London—the biggest ever in our history—we received answers from 550 to 600 attendees (not all respondents answered all of the questions). I am happy to state that, overall, most aspects of the conference were reviewed positively by those who participated in our survey. What they appreciated most was clearly the location (M = 3.60 on a scale from 1 to 4), the accessibility and convenience of travel to London and to the hotel (M = 3.55), and the information they received before they arrived (M = 3.47); the members of ICA's Executive Committee—and in particular the conference chair, Francois Heinderyckx—were especially pleased to see that the idea to inform members about what to expect on site worked out so well. Respondents also enjoyed the social atmosphere and meeting with colleagues (M = 3.45), which was, after "keeping up with research" (M = 2.72 on a scale from 1 to 3), the most important motivation for them to attend the conference (M = 2.69). The least-liked feature of the London conference, however, was the hotel and venue itself (M = 2.59 on a scale from 1 to 4).

Are there any lessons we can learn from these results that might be illuminating as we look towards next year's conference in Seattle? First of all, I was happy to learn that most attendants found both the pre- and the postconferences to be stimulating and valuable additions to the main conference (M = 3.15 on a scale from 1 to 4), and that 42.2% of respondents attended at least one of them. As it currently stands, we will have even more preconferences in Seattle than we did in London, and I hope that they will similarly meet with our members' approval. In addition, I regard it as a positive sign that the extension of the London conference's duration by half a day, along with the unprecedented high number of participants compared to previous ICA conferences, was fairly well received by our members (M = 3.02 and M = 3.01, respectively, on a scale from 1 to 4). Given the number of submissions we now have for Seattle, we have similarly decided to extend the 2014 conference a bit, although not by as much as we did in London (see my other message in this newsletter).

When asked what they would like to see again in Seattle, respondents' strongest request was for the formal debate between scholars (M = 3.20 on a scale from 1 to 4); the high-density panels were the least popular option (M = 2.60). With respect to activities hosted by specific divisions and interest groups, participants were most interested in professional events (with 69.7% of respondents reporting a desire to see more of these), while outside-the-conference activities garnered the least enthusiasm (with 69.4% indicating no interest in seeing more of these types of events). As far as various types of programming are concerned, respondents were most interested in cross-Divisional/Interest Group programming and discussing topics of shared interest (M = 2.55 on a scale from 1 to 3). Members reported that they were least interested in programming devoted to job market offers and interviews, along with programming devoted to regional research (both M = 1.85). We also asked what other kinds of formats and features our members would like to see in future conferences; in contrast to all of the other questions, we did not provide a scale of approval or a "yes" or "no" decision associated with this item, but rather asked respondents to freely select which formats and
features appealed to them. The results were both informative and gratifying: Skills workshops, sessions devoted to works in progress, and the international research meetings that I already introduced as a new format for the Seattle conference were desired by about half of the respondents who chose at least one format or feature, and about one third of those who responded to this item indicated an interest in "Blue Sky Workshops" (the second new format we'll have in Seattle). Approximately the same number of respondents also expressed a desire for a social event involving music and dancing, which I will now plan to include in our Seattle agenda. Finally, we were concerned about the layout of the name badges: 44.2% of respondents preferred the format we had used before London, i.e., the same size type for first and last names. Therefore, we'll use this layout again in Seattle.

To those of you who participated in this survey, I'd like to thank you for sharing your insights and helping ICA make sure that our conferences continue to fulfill the needs and desires of our members. Here's hoping that the Seattle conference will be our best yet!

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Serving as a Peer Reviewer - Some 'Do's of Being a Constructive Critic

Sun Sun Lim, National U of Singapore, ICA Publications Committee Member

The subtitle of this article might well be "what they didn't teach you at grad school"! While serving as a peer reviewer for journal article submissions and grant applications is a key professional duty performed by all academics, it is surprising how little attention is paid to it in grad school. When confronted with our first peer review assignment, many of us don't quite know where to begin and how best to express our opinions in an honest and helpful manner. Provided here are some 'do's which peer reviewers may wish to adopt, so as to perform the task well. If you have already observed all of these 'do's, congratulations, and on behalf of all scholars out there, thank you!

**Do**

- **Accept the task with grace** - we would all love to be left alone without teaching, administrative, and professional obligations so that we can concentrate our fullest energies on writing our magnum opus. But at many points in our careers, we have and will continue to benefit from the efforts of colleagues who peer review our work, motivating us to be better scholars and educators. So notwithstanding that we always have too much on our plate, consider how you can make room to serve as a peer reviewer and keep our research community thriving because somewhere down the line, others will do the same for you.

- **Be timely** - people's career advancements and life plans literally hinge upon the timely publication of their work. We've all been (and are) there! Reviewers can help by not unnecessarily delaying the journal submission process. If you had accepted the review assignment earlier, only to face tremendous time pressure from other sources later, let the editor know as soon as possible so that an alternative reviewer can be appointed.

- **Keep an open mind** - Don't allow your own disciplinary assumptions and methodological predispositions to close your mind to the possibility of alternative approaches. After all, academia is about pushing boundaries and questioning conventional wisdom. Give the author a chance to make his/her case for departing from the field. Through it all, try to maintain "the
attitude of humble but confident objectivity" (Davis, 2005, p. 108).

- **Provide actionable advice** - rare is the submission that cannot be enhanced with revisions in several areas. But consider whether the revisions you suggest as peer reviewer are at all possible and realistic in light of the circumstances. Advice that involves the collection of more field data is unlikely to be acted upon and is perhaps even impossible given the nature of the grant cycle. Advice that points towards incorporating relevant literature, alternative frames of viewing, presenting and analyzing the data, or of structural changes to the article would however be tremendously helpful to the author.

- **Be tactful** - academic egos can be easily bruised. Remember when you received a harsh comment from a reviewer and lost sleep over it? Try your best to express your criticisms in as tactful and constructive a manner as possible. Refrain from being disparaging and mean-spirited even if you come across as extremely witty and urbane in the process! And do remember not to just dwell on the limitations of the submission, but to point out its strengths as well.

- **Be magnanimous** - how often have you let pettiness cloud your judgment of an otherwise competent piece of work, i.e. "this author didn't cite MY landmark work!"? In our information-overloaded, infinitely hyperlinked society, overlooking one citation or two is not inconceivable. Not that it is to be excused, of course, if the overlooked citation IS a glaring omission. But try to look past such blemishes and review the submission in as dispassionate and constructive a manner as possible.

*In our next instalment in this series, we share the ‘don'ts’ of peer reviewing.*

**References**


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**Seattle Center, a Garden Spot for City Visitors**

Mike West, ICA Publications Manager

If you recognize any landmark in Seattle, the city that hosts the International Communication Association's 64th annual conference in May 2014, it's the **Space Needle**. That, of course, is the name of the distinctive and still-futuristic-looking observation tower in the city's Uptown area. It's the international symbol of Seattle, immediately synonymous with the city. (So much so that it's often superimposed into the middle of the downtown skyline, whereas it's actually somewhat northwest of Downtown Seattle.) What you may not know is that the Space Needle is the anchor of an expansive park and plaza called **Seattle Center**-a complex with enough arts, cultural, entertainment, athletic, and otherwise tourist attractions to keep your average Seattle visitor busy for days on end.

Like many such civic centers around the globe, Seattle Center was designed and built for the purposes of an international event: in this case, the 1962 World's Fair ("Century 21"). The
international exposition was held at the height of the Cold War, as a demonstration of American ingenuity and advancement. This, of course, required a spacious fairground with state-of-the-art planning, architecture, and engineering. These were so successful that an extraordinary number of its structures were maintained after the fair was concluded, often to similar purposes as those for which they were designed. In other cases, new structures and venues have been added in the half century since Century 21; even so, Seattle Center has held a steady track record of hosting seminal and cutting-edge tenants.

Given that, the Space Needle's iconic status was obviously a runaway success…and an entirely deliberate one. The World Fair's observation tower was supposed to be a literal beacon of the future-and what, thought architect John Graham Jr., embodied the future more fully than the nascent U.S. space program? Yet it wasn't a rocket that Graham envisioned, but a flying saucer, the suggestion of even further advancement than that era offered. This vision was combined with that of local business leader Edward Carlson (the mastermind of the Seattle World's Fair), who had suggested a tower resembling a balloon tethered to the ground, with a revolving restaurant at the top.

Indeed, for much of its lifetime, the Space Needle contained two restaurants at its zenith. The spaces were combined in 2000 for the current SkyCity Restaurant. The name speaks volumes: The entire panorama of Seattle is on view from SkyCity, with the tables all positioned to overlook the city. And it does indeed rotate; if you sit for 47 minutes in one place, the entire city will come before your eyes. Naturally, this is an opulent affair—a fine dining establishment that offers entrees for between $40 and $60 USD. There is also an observation deck atop the restaurant (at 520 feet (158 m)), and a gift shop beneath.

The Space Needle is additionally a marvel of structural engineering. To the average person's eye, it rests on a small, flimsy structure, an hourglass-shaped steel tripod; it's actually designed to withstand 200 MPH winds and earthquakes of up to 9.0 on the Richter scale.

Again, though, the Space Needle is but the tip of the iceberg. Waiting below is a rather spectacular place for visitors to Seattle. After the Space Needle, the most prominent landmark at Seattle Center (and one that draws perhaps even larger crowds) is the International Fountain. It's an enormous water feature, designed as a piece of living modernist art, then expanded in 1995 so that it sits in an enormous concrete bowl, over 200 feet across. In the center is a 10-foot-high silver dome containing 60 shooters that launch water in various directions; among these are four "super shooters" whose jets can reach up to 120 feet high. It's a popular feature with both tourists and Seattleites, particularly because pedestrians can roam inside the bowl of the fountain and walk right up to the dome in its center. (If you are bringing children with you to Seattle, they are a particularly frequent sight at the International Fountain.)

Adjacent to the fountain is the Seattle Center Armory—until recently named (and, by most Seattleites, still known as) Center House. It actually predates the World's Fair, built in 1939 as just what its new name says: a National Guard armory. Primarily, Center House is known as a large food court, and it is…although it's a remarkably fancy one. There are some franchises, but also representatives of the best in Seattle's local food scene, with vegetarian fare, seafood, pizza, and even sweet and savory pie on display. But that's only half the story; not even half, in fact. Center House also houses the 22,000-square-foot (2,000 square meters) Seattle Children's Museum, with 14 interactive play exhibits and daily programs. It also houses Center
House Theatre, a very small (195 seats) performance space that has two resident theater companies: Seattle Shakespeare Company and Book-It Repertory Theatre. It also hosts other musical and theatrical performances. There's even a small arts high school in Center House.

Two of the most popular attractions at Seattle Center embrace either side of the Space Needle. To its south is the Pacific Science Center, designed as the U.S. Science Pavilion at the World's Fair. Not only has the eight-building complex (designed by world-renowned architect Minoru Yamasaki) retained its original purpose, it actually has retained some of the original exhibits. It also has two IMAX theaters, a tropical butterfly house, and the Portal to Current Research. Perhaps most impressively, the museum offers a 100-square-foot scale model of Puget Sound, complete with tides and currents as well as examples of the animals indigenous to the Sound. There's also a steady stream of traveling exhibits; during the ICA Conference, these will include "SPY: The Secret World of Espionage."

To the north of the Space Needle is the innovative EMP Museum-EMP being the Experience Music Project. A museum dedicated to the creative evolution of American music-a response of sorts to Cleveland's Rock and Roll Hall of Fame-it is at heart a tribute to one of Seattle's most important native musicians, guitarist Jimi Hendrix. Indeed, the distinctive Frank Gehry-designed building is modeled on the shape of a deconstructed electric guitar (a la the smashed instruments that Hendrix and other musicians were known for). There are frequent Hendrix-themed exhibits, including the current "Hear My Train A Comin': Hendrix Hits London," as well as tributes to other Seattle-based musicians like the rock band Nirvana. Other features include the massive performance space/movie theater/dance hall known as Sky Church, which features one of the largest LED screens in the world; IF VI WAS IX, a sound sculpture made of 500 instruments and 30 computers; and a component that doesn't involve pop music: The Science Fiction and Fantasy Museum and Hall of Fame. This last includes works of art, props and costumes from science fiction and fantasy film and television, and the 74-member Hall of Fame (with four new inductees added each year).

These are only some of the attractions available at Seattle Center. You can also find the Chihuly Garden and Glass Museum; McCaw Hall, the Seattle Opera House; KeyArena, the sports arena at which the Seattle University basketball team and the WNBA's Seattle Storm both play; Seattle Repertory Theater; the Mural Amphitheater; and the Kobe Bell. With so much on offer, and such a wide variety, it's an obvious must-visit for anyone spending time in Seattle, whether attending the ICA Conference or not.

Exhibitor Engagement and New Mobile App Advertising

Since ICA has such a diverse membership, we are always searching for a wide variety of exhibitors every year. One of our goals each year is to increase traffic in the exhibit
In addition to having registration and coffee breaks in the exhibit hall, we have decided to open the hall a day earlier so it coincides with the first day of registration. This will increase the opportunity for exhibitors and members to interact. After all, the first day of registration is always the busiest.

Currently we are developing a new conference app for Seattle. One of the new features is the ability to offer in-app advertising for your school or company. This provides an interactive opportunity to advertise to what is becoming the preferred way members receive the conference schedule. Making advertising in the mobile app available reinforces our continuous effort towards being green. By encouraging more app downloads versus printed programs, we will not only make your conference bag lighter, but help save trees.

If your school's department would like to gain more attention, encourage their participation with ICA. Whether it's through program/mobile advertising or exhibiting, having their presence in any form will be beneficial for all.

If you have any questions, please contact the Conference Coordinator, Jennifer Le. View the Exhibitor and Advertiser Information packet for more information.

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**Student Column: Organizing Graduate Students - Beyond Individual Career Planning**

Anne Kaun, ICA Student Board Member, Sodertorn U/ U of Pennsylvania

We are all familiar with blog posts and personal reports about worsening experiences of stress among graduate students and young scholars. In trying to achieve, well-connected researchers, dedicated teachers, and well-organized administrators, doctoral students and postdocs are struggling to develop a healthy work-life balance. Insecure employment situations and the competitive run for tenure positions add up to the amplified pressure. Burn out is an increasingly common experience. Besides having severe impact on the personal life, stress caused by constant pressure and insecurity also has consequences for the quality of research and teaching. A recent report based on interviews with early career academics commissioned by the German government indicates that the increased pressure does not necessarily lead to better results. On the contrary it leads to rushed and headlong decisions that are not contributing to solving pressing research questions, but nurture individual careers, as one of the interviewees in the report expressed it.

The Student Column in the ICA newsletter has been an important resource for young scholars.
gathering information about career planning, publication strategies, and networking opportunities, providing useful recommendations to navigate the life as a young scholar. However, the focus has mainly been on individual rather than collective strategies to negotiate the increasing pressure in the academy and while young scholars have understood the importance of being well-connected (preferably internationally), academics in precarious employment often lack collective organization. Most graduate students, postdocs and early career scholars are not unionized. In consequence the focus remains on individual career planning and strategies to hopefully land one of the few permanent positions in the end making structural changes difficult to achieve.

Besides individual strategies of navigating academia, unions are vital mechanisms addressing and working for improvements in terms of employment and work environment with a long-term perspective. The importance of individual career plans is out of question, but doctoral students, postdocs, and early career scholars should consider to get involved with their unions. Only as an organized community can we achieve sustainable change and tackle the stress levels that have an impact on research and teaching quality.


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**Member News and Updates**

This article includes new postings with the latest ICA member news, as well as updates on outside conferences and publications. All ICA members are encouraged to submit their latest professional news for inclusion in the Newsletter by emailing jle@icahdq.org.

**Brooke Erin Duffy**, assistant professor at Temple University's School of Media and Communication, has published a new book that takes a look at the impact of the digital era on women's magazines and, more broadly, other media channels. The result of three years of research, *Remake, Remodel: Women’s Magazines in the Digital Age*, suggests that digitization is forcing iconic women's magazines to allow their financial interests to shape editorial content.

**Stefania Milan** (Tilburg U) has a new book out called *Social Movements and Their Technologies*. You can read more about it here. *Social Movements and their Technologies* explores the interplay between social movements and their 'liberated technologies'.

**David Oh** started a tenure track job at Ramapo College of New Jersey as Assistant Professor of Communication Arts.
Aram Sinnreich’s (Rutgers SC&I) book *The Piracy Crusade: How the Music Industry’s War on Sharing Destroys Markets and Erodes Civil Liberties (Science, Technology, and Culture)* comes out in December and is currently available on Amazon.

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**Division and Interest Group News**

**Environmental Communication Interest Group**

The group continues to grow and draw interest from academics around the world. For 2014 Conference Submissions, we have 85 papers and 5 panels. Our membership has grown to over 200 which we need to maintain for 2 years in order to become a division. Please maintain your membership and suggest colleagues to join the ECIG.

New for Seattle 2014: Merav Katz-Kimchi (Tel Aviv U), our conference planner for the ECIG has come up with a Breakfast Reception with our business meeting to follow. Watch for details and please join us for a fun morning and awards announcements.

Feeling getting involved? The interest group can always use some help with projects such as the web site and wikipedia page, so if you have some spare time or need another blip on your CV, contact the chair Richard Doherty (U of Leeds) at icsrd@leeds.ac.uk.

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**Ethnicity and Race in Communication**

As preparations for Seattle 2014 continue, I would like to thank all of you who volunteered to review for ERIC!

Our call for papers for the preconference “The Cultural Politics of Protest: Confronting Social Justice and Inequality in Communication Studies” is now out on the ICA website and will be circulated shortly via other channels. The preconference, which will take place on 22 May 2014 at the University of Washington’s Ethnic Cultural Center hosted by the Department of Communication, is initiated and sponsored by our own division ERIC and cosponsored by the Popular Communication division. Many thanks to Stockholm University, the University of Washington, Temple University, and the University of Virginia for providing funding for our preconference.

Inspired by the 1999 WTO protests in Seattle, the preconference imagines what a similar politics of protest and solidarity might look like for the social and cultural movements of the 21st century. The deadline for abstract submissions is 25 January 2014.

As always, your contribution is very important to ERIC. Please send your news, announcements and blog entries to our division co-secretaries Alfred Martin (U of Texas - Austin) alfredmartin@austin.utexas.edu and Florencia Enghel (Karlstad U) florencia.enghel@kau.se. Please visit the division's website for information in general: http://ericdivision.wordpress.com/.
Calls for Papers

The USC Annenberg Summer Institute on Diversity in Media and Culture
16-20 June 2014
Annenberg School for Communication and Journalism
U of Southern California

We welcome applicants for the inaugural USC Annenberg Summer Institute on Diversity in Media and Culture, 16-20 June 2014. The Institute will bring together exemplary doctoral students and faculty members from across the disciplines of Communication and Media Studies and around the nation to discuss issues of race, gender and difference in media, within the shifting conditions of technology, production, circulation and consumption as well as the shifting discourse of difference in the areas of politics, culture and globalization. Approximately 20 doctoral students will be chosen to participate based on submitted papers and recommendations from their advisors.

The Institute will be divided into workshop sessions that feature current work from Institute faculty (listed below) and research seminars in which all participants present and discuss their own work-in-progress. Speakers in the workshop sessions will examine race, gender, and difference in the media from a variety of interdisciplinary and methodological perspectives. The Institute welcomes participants who are involved in a range of disciplinary and interdisciplinary fields and who are interested in current critical debates in Communication and Media Studies.

Applications, including a statement of background and interests and a paper that fits within the Institute's broad topical range, should be sent to: USC Annenberg Summer Institute, School of Communication, USC Annenberg School, 3502 Watt Way, Los Angeles, CA 90089. Applicants should have their faculty advisor send a supporting recommendation to the same address. Applications and recommendations can also be submitted via email to: commdir@usc.edu.

The Institute will cover participants' travel to Los Angeles and housing in USC dormitory space.

Deadline for Applications: 1 February 2014
Notification of Participants: 1 April 2014

Institute Faculty
Sarah Banet-Weiser, USC
Josh Kun, USC
Taj Frazier, USC
Stacy Smith, USC
Nitin Govil, USC
Baretta Smith-Shumade, Tulane U
Herman Gray, UC Santa Cruz
S. Craig Watkins, UT Austin
Larry Gross, USC
Ernest J. Wilson, III, USC
Sarah Gualtierri, USC

OU's Gaylord Graduate Program invites 2014 applications, participation in national
Applications are invited to the Gaylord College of Journalism and Mass Communication at the University of Oklahoma from top students interested in shaping tomorrow’s media landscapes. We offer M.A. and Ph.D. degrees in all areas of journalism and mass communication as well as one of the nation’s few Master’s in Professional Writing (MPW) degrees.

Gaylord students engage with nationally recognized scholar/faculty members in our state-of-the-art facilities, and receive hands-on opportunities to learn, and teach. We match a strong conceptual core with structured analysis of contemporary media and mass communication issues.

Graduates from our Masters’ programs have been successfully hired at Ad/PR agencies, joined corporate communication staffs, developed public information campaigns for non-profit organizations and governments, or established their own production companies.

Our Ph.D. program offers a strong conceptual core in mass communication and media fields while offering individuals great flexibility in developing a personalized program of study. Our Ph.D. funding is substantial and includes a monthly stipend, tuition waivers for the entire academic year and travel support for conferences. Students from our doctoral program have been hired in tenure-track positions at programs across the country.

Our most competitive applicants can also qualify to have their registration fees paid for by Gaylord College to the national Spring 2014 AEJMC Midwinter conference, from 28 February - 1 March 2014, by submitting abstracts between 600-800 words on current research in 11 areas by 1 December 2013:

- Communication Technology
- Commission on the Status of Women
- Cultural and Critical Studies
- Entertainment Studies
- International Communication
- Mass Communication & Society
- Media Management and Economics
- Minorities and Communication
- Religion and Media
- Visual Communication
- Participatory Journalism

Top abstracts receive awards during the conference. For more details about the AEJMC Midwinter conference see http://www.aejmc.org/home/?s=AEJMC+MIDWINTER.

Prospective applicants to Gaylord's Ph.D. program who have an accepted abstract to the AEJMC Midwinter conference and a completed application can have AEJMC conference registration fees underwritten. Admission applications can be submitted now until February 1st; students interested in an early review of their applications should submit all materials by 15 December 2013.

For more information about graduate study at OU's Gaylord College, go to http://www.ou.edu/content/gaylord/graduate.html, friend us on our “Gaylord College Graduate program” Facebook page, or email us: gaylordgrad@ou.edu.
Available Positions and Other Advertising

CLEVELAND STATE UNIVERSITY
School of Communication
Assistant Professor, tenure-track

Cleveland State University invites applications for a tenure-track Assistant Professor in the School of Communication beginning August 18, 2014.

Minimum qualifications are 1) a social / behavioral science background in mass communication with an emphasis in promotional communication and 2) an ABD or Ph.D. in Mass Communication or related area. If the selected candidate does not have Ph.D. in hand by July 1 2014, her/his initial appointment will be at the Instructor rank until the Ph.D. is received.

The preferred candidate will also have 1) the ability to teach undergraduate and graduate courses in public relations, advertising, communication campaigns, and/or quantitative research methods; 2) possess a record of scholarly productivity; 3) have demonstrated teaching effectiveness; and 4) have professional experience of working in the field of promotional communication with multimedia and social media technologies.

Applications:
Applications will be exclusively accepted online at https://hrjobs.csuohio.edu/applicants/Central?quickFind=52808, where interested candidates will submit a letter of application, vita, a transcript or list of all graduate courses taken, and contact information for three academic references. Candidates are also strongly encouraged to submit, if available, evidence of teaching effectiveness, evidence of experience working with multimedia or social media technologies and two samples of scholarly research. Mailed or emailed application materials will not be accepted. Screening of applications will begin October 24, 2013 and continue until the position is filled.

Offer of employment and hiring is contingent on maintaining existing levels of funding from the state and satisfactory completion of the University's verification of credentials and other information required by law and/or University policies or practices, including but not limited to a criminal background check.

Cleveland State University is an AA/EOE institution committed to non-discrimination in employment and education.
M/F/D/V encouraged.

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CALIFORNIA STATE UNIVERSITY SAN MARCOS
Department of Communication
Assistant Professor, Mass Media

POSITION: ASSISTANT PROFESSOR

EFFECTIVE DATE: Fall semester, 2014
MINIMUM QUALIFICATIONS: Ph.D. in Communication (or closely allied fields such as Media Studies), with an emphasis on emerging media. A Ph.D. must be in hand by August, 2014. Applicants must possess active research and teaching programs in media, and demonstrated teaching effectiveness at the undergraduate level.

PREFERRED QUALIFICATIONS: The successful candidate will have teaching and research expertise in comparative or critical qualitative research on emerging media. This may include but is not limited to game studies, social media, convergent media, and mobile communication in relation to issues of culture, social justice, and globalization. Demonstrated intercultural competence with diverse groups in teaching, research and/or service is preferred.

DUTIES: The successful candidate will

- Teach core courses serving students in the Mass Media BA degree program within the Department of Communication, specifically but not limited to Mass Media Theory, Mass Media Technology, and Global Media.
- Develop and teach upper division electives in their area of expertise, aligned with the three cornerstones of a newly revised Mass Media BA degree program (LINK TO PDF on Department Website): Theory and Application, Social and Cultural Impacts, Media History and Trends.
- Connect the technical skills of Mass Media majors to critically analyzing and engaging with media in a variety of contexts.
- Develop and sustain a research program that will lead to peer-reviewed publications.
- Represent the interests of the Department of Communication in a proposed interdisciplinary Convergent Journalism Minor.
- Engage with the community through department, college, university, discipline, and community service.

APPLICATION: Review of applications will commence December 15, 2013. Position open until filled, contingent on funding. All applications must include a completed Faculty Application, cover letter, curriculum vitae, statements of teaching philosophy and research interests that address the above minimum and desired/preferred qualifications, reprints of representative publications, and copies of all transcripts that include relevant course work and two representative samples of teaching evaluations that speak to the applicant’s qualifications and abilities. In a 1-page, single-spaced statement, applicants should demonstrate intercultural competence with and commitment to diversity and equity in teaching, research and/or service. Must be able to communicate effectively and work cooperatively with departmental colleagues to support the Department’s mission.

Three current letters of recommendation must be provided by the deadline. To submit, please email your materials to COMMTT@csusm.edu.

Requests for information should be addressed to:

Prof. Liliana Rossmann, Search Committee Chair
Department of Communication
Email: rossmann@csusm.edu

The department consists of ten tenure track faculty and thirteen lecturers who offer two undergraduate degree programs (i.e., one in Communication and another in Mass Media), and two minors (i.e., Communication and Critical Intercultural Communication) to approximately 800 students. The revised Mass Media program will prepare students to understand the complexities of building and managing careers in media industries and occupations. For more information about our department’s mission and the proposed revisions to the Mass Media program, please visit http://www.csusm.edu/communication/mass/index.html.
The university is particularly interested in hiring candidates who have experience working with students from diverse backgrounds and who demonstrate a commitment to improving access to higher education for under-represented groups. California State University San Marcos is an Affirmative Action/Equal Opportunity Employer strongly committed to equity and diversity and seeks a broad spectrum of candidates in terms of race, sexual orientation and identity, gender, age, and disability or veteran status. CSUSM has been designated as a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and was recently named one of the top 32 Colleges “most friendly” to junior faculty by the Collaborative on Academic Careers in Higher Education. Visit http://www.csusm.edu/facultyopportunities for more information.

An offer of employment may be contingent upon successful completion of a background check. Should the results of a background check not be successful, any offer will be withdrawn and/or employment terminated. Falsification of information may also be cause for termination of employment, corrective action, or rejection.

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**OHIO STATE UNIVERSITY**

**College of Arts and Sciences**

**SBS Diversity Postdoctoral Fellowships**

The Division of Social and Behavioral Sciences Diversity Postdoctoral Fellowship Program in the College of Arts and Sciences at The Ohio State University supports promising scholars who are committed to diversity in the academy and to prepare those scholars to enter tenure track faculty positions. We are particularly interested in receiving applications from individuals who are members of groups that historically have been underrepresented in the American professoriate.

Fellows will be affiliated with one of the eight academic units of the Division of Social and Behavioral Sciences: Anthropology, Economics, Geography, Communication, Political Science, Psychology, Sociology, and Speech and Hearing Science. The Division also houses six interdisciplinary research units: the Center for Cognitive and Behavioral Imaging, the Center for Cognitive and Brain Sciences, the Criminal Justice Research Center, the Center for Human Resource Research, the Center for Urban and Regional Analysis, and the Institute for Population Research. Fellows may also have the opportunity to participate in the activities of the Kirwan Institute for Race and Ethnicity, a multidisciplinary center founded jointly by the Divisions of Social and Behavioral Sciences and Humanities, and the College of Law.

**Eligibility:** Applicants must have completed all requirements for a doctoral degree in the social sciences by August 2014. Preference will be given to individuals who are within five years of their degree. Applicants must be committed to an academic career. Applicants must be citizens of the United States.

**Awards:** Up to three fellowships will be awarded. The appointments are intended for two years, with re-appointment for the second year contingent upon a successful performance review. The appointments will begin September 1, 2014. The fellowships provide a $40,000 annual stipend, university medical benefits, and some support for travel and research expenses.

**Application Process:** Required application materials: (1) Applicants should clearly identify a unit within the Division of Social and Behavioral Sciences at OSU with which they would be affiliated during the Fellowship period, and are encouraged to suggest one or more tenured
faculty members within that unit who could serve as a host and mentor; (2) a curriculum vitae; (3) a one page dissertation abstract; (4) a statement outlining the specific research proposed to be undertaken during the Fellowship period, and the significance of that research (four-page limit, double-spaced); (5) a personal statement describing the applicant’s background and commitment to the goal of diversity in higher education (three-page limit, double-spaced). Applicants should submit all of these materials in a single .zip formatted file. Please name the zip file using your first and last name (e.g., JaneSmith.zip). In addition, three letters of recommendation should be submitted via email.

All materials must be received by February 14, 2014, and should be submitted to SBSPostdocs@asc.ohio-state.edu. Questions can be directed to Professor Jeffrey Cohen (cohen.319@osu.edu).

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**UNIVERSITY OF CENTRAL FLORIDA**

**Nicholson School of Communication**

**Instructor or Lecturer: Journalism and Broadcast News**

The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) invites applications for a non-tenure track instructor or lecturer faculty position in the **Journalism and Broadcast News** program beginning August 8, 2014.

The successful candidate for the position shall possess a minimum of a master's degree in journalism, radio-television, or related field from an accredited university by the time of appointment. A Ph.D. from an accredited institution, with degree conferred by August 8, 2014 is desired. Demonstrate a willingness and capacity to teach at the undergraduate level, including demonstrated ability for teaching photojournalism and news photography; possess relevant experience and interaction with professional organizations in journalism and radio-television; and duties include a teaching load assignment of four courses each academic semester (“4-4” load).

Other typical responsibilities include appropriate service in student advising (academic, professional and career), internship supervision, participating in the academic life of the school (e.g. attending faculty meetings, participating in curriculum review/development, assessment of student learning, etc.) as well as serving on various committees as appropriate for an instructor in the school. External service expectations include work with appropriate academic disciplinary bodies and professional organizations.

Prefer experience with, or potential for, developing and teaching in a variety of delivery modes including large lecture and small skills classes, on-line (web) or mixed mode environment.

Candidates must apply online at http://www.jobswithucf.com and attach the following materials: a cover letter, curriculum vitae, a brief teaching portfolio, and contact information for three professional references.

The University of Central Florida is an Equal Opportunity and Affirmative Action employer. The University of Central Florida is a research intensive university serving more than 60,000 students. The Nicholson School of Communication strives to be a premier academic program known for excellence in research scholarship and education. For additional information about the Nicholson School of Communication and its programs visit www.cos.ucf.edu/communication.
The Nicholson School of Communication enjoys extensive positive relationships with the news professional community. Students are active in internships and organizations on and off campus. The curriculum emphasizes both applied and theoretical aspects of the field and encourages diversity in all aspects of communication.

For more information about this position, please contact the Search Committee Hiring Manager, Ms. Debbie Doyle @407.823.5570 or debbie.doyle@ucf.edu.

UNIVERSITY OF CENTRAL FLORIDA
Nicholson School of Communication
Instructor or Lecturer: Organizational Communication

The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) invites applications for a non-tenure track instructor or lecturer faculty position in the Human Communication program beginning August 8, 2014.

The successful candidate for the position shall possess a minimum of a master's degree in communication, or related field from an accredited university by the time of appointment. A doctoral degree from an accredited institution, with degree conferred by August 8, 2014 is preferred. Demonstrate a willingness and capacity to teach at the undergraduate level.

Duties include a teaching load assignment of four courses each academic semester (“4-4” load), including teaching at least three of the following list of courses: Exploring Human Communication, Business and Professional Communication, Organizational Communication, Communication Research Methods, Group Interaction and Decision Making and Leadership Through Oral Communication. Other typical responsibilities include appropriate service in student advising (academic, professional and career), internship supervision, participating in the academic life of the school (e.g. attending faculty meetings, participating in curriculum review/development, assessment of student learning, etc.) as well as serving on various committees as appropriate for an instructor in the school. External service expectations include work with appropriate academic disciplinary bodies and professional organizations.

Prefer experience with, or potential for, developing and teaching in a variety of delivery modes including large lecture and small skills classes, on-line (web) or mixed mode environment. Prefer candidates with expertise in quantitative methods.

Candidates must apply online at http://www.jobswithucf.com and attach the following materials: a cover letter, curriculum vitae, brief teaching portfolio, and contact information for three professional references.

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professional community. Students are active in internships and organizations on and off campus. The curriculum emphasizes both applied and theoretical aspects of the field and encourages diversity in all aspects of communication.

For more information about this position, please contact the Search Committee Hiring Manager, Ms. Debbie Doyle @407.823.5570 or debbie.doyle@ucf.edu.

UNIVERSITY OF CENTRAL FLORIDA
Nicholson School of Communication
John F. (Jeff) Butler Director of Debate

The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) is seeking a highly motivated and exceptionally qualified intercollegiate debate coach to lead UCF Debate in national level intercollegiate debate success. NSC invites applications for the John F. (Jeff) Butler Director of Debate beginning August 8, 2014. This is a 9-month, renewable, non-tenure track appointment.

Debate program direction and related duties include recruitment and coaching of national level caliber intercollegiate debate competitors (NDT/CEDA), recruitment and mentoring/supervision of graduate assistant debate coaches, coordinating travel arrangements and travel (including coaching and judging duties) with debaters to tournaments, as appropriate. Responsibilities for debate program administrative functions including budgeting, seasonal tournament planning, record-keeping, student government association (SGA) relations, establishing and enforcing debate team policies, managing assigned space and/or equipment, ensuring compliance with relevant university policies & regulations and coordinating the hosting of high school and intercollegiate debate tournaments on the UCF campus.

Additionally the position assignment includes expectations initiating and sustaining debate alumni relations and providing leadership for external resource development activities (i.e. fund-raising) for the debate program (including working with NSC in securing support for scholarships and supplemental debate budget funding), as well as collaborating with NSC and UCF to promote the debate program on campus and in the region via appropriate publicity, public events and alumni contact.

The successful candidate for the position shall possess a minimum of a master’s degree in communication, or related field from an accredited university by the time of appointment. A doctoral degree from an accredited institution, with degree conferred by August 8, 2014 is preferred. Appropriate background, training, experience and demonstrated potential for national level intercollegiate debate coaching and debate program leadership in order to successfully build and sustain nationally competitive intercollegiate debate program and evidence of effective teaching experience and potential for teaching success is required.

Duties include a teaching load assignment of two courses each academic semester (“2-2” load). Instructional assignment includes a variety of delivery modes including large lecture, mixed mode, on-line and honor’s courses in communication, speech, argumentation and debate and/or other courses in one’s areas of specialization.

Debate program administration and coaching constitutes significant service to NSC and UCF. Additional “internal” service expectations include appropriate engagement in faculty governance, diversity and other customary service activities consistent with NSC instructors.
NSC expects “external” service to the discipline/field, profession and community which may be fulfilled by participation in any of the following service activities: active in forensics organizations, (e.g. AFA, NDT, CEDA, etc.), active in debate community service work (e.g. UDL, public debate events, local or national workshops, etc.) and/or activity with disciplinary and associations (e.g. NCA, regional and state associations, etc.). There is no research expectation for this position but research and scholarly activities may be supported.

Candidates must apply online at http://www.jobswithucf.com and attach the following materials: a cover letter, curriculum vitae and contact information for three professional references.

The University of Central Florida is an Equal Opportunity and Affirmative Action employer. The University of Central Florida is a research intensive university serving more than 60,000 students. The Nicholson School of Communication strives to be a premier academic program known for excellence in research scholarship and education. For additional information about the Nicholson School of Communication and its programs visit www.cos.ucf.edu/communication.

The Nicholson School of Communication enjoys extensive positive relationships with the professional community. Students are active in internships and organizations on and off campus. The curriculum emphasizes both applied and theoretical aspects of the field and encourages diversity in all aspects of communication.

For more information about this position, please contact the Search Committee Hiring Manager, Ms. Debbie Doyle @407.823.5570 or debbie.doyle@ucf.edu.

UNIVERSITY OF CENTRAL FLORIDA
Osceola Regional Campus
Instructor or Lecturer: Communication & Conflict

The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) invites applications for a non-tenure track instructor or lecturer faculty position in the Communication & Conflict program beginning August 8, 2014. This position is located at the Osceola campus (Valencia-Osceola) in Kissimmee, FL.

The successful candidate for the position shall possess a minimum of a master’s degree in communication, or related field from an accredited university by the time of appointment. A doctoral degree from an accredited institution, with degree conferred by August 8, 2014 is preferred. Demonstrate a willingness and capacity to teach at the undergraduate level.

Duties include a teaching load assignment of four courses each academic semester (“4-4” load), including teaching at least three of the following list of courses: Communication and Conflict, Conflict Communication Research Methods, Communication Theories of Interpersonal Conflict, Communication and Conflict Case Studies, Third Party Processes & Intervention, Conflict and Communication Contexts, Organization Communication, Conflict Management and Communication Research Methods. Instructional assignment includes experience in teaching on-line (web) and mixed-mode courses.

Other typical responsibilities include appropriate service in student advising (academic, professional and career), internship supervision, participating in the academic life of the school
(e.g. attending faculty meetings, participating in curriculum review/development, assessment of student learning, etc.) as well as serving on various committees as appropriate for an instructor in the school. External service expectations include work with appropriate academic disciplinary bodies and professional organizations.

Candidates must apply online at http://www.jobswithucf.com and attach the following materials: a cover letter, curriculum vitae, brief teaching portfolio, and contact information for three professional references.

The University of Central Florida is an Equal Opportunity and Affirmative Action employer. The University of Central Florida is a research intensive university serving more than 60,000 students. The Nicholson School of Communication strives to be a premier academic program known for excellence in research scholarship and education. For additional information about the Nicholson School of Communication and its programs visit www.cos.ucf.edu/communication.

The Nicholson School of Communication enjoys extensive positive relationships with the professional community. Students are active in internships and organizations on and off campus. The curriculum emphasizes both applied and theoretical aspects of the field and encourages diversity in all aspects of communication.

For more information about this position, please contact the Search Committee Hiring Manager, Ms. Debbie Doyle @ 407.823.5570 or debbie.doyle@ucf.edu.

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**UNIVERSITY OF FLORIDA**

**Nicholson School of Communication**

**Instructor or Lecturer: Human Communication**

The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) invites applications for a non-tenure track instructor or lecturer faculty position in Human Communication beginning August 8, 2014.

The successful candidate for the position shall possess a minimum of a master’s degree in communication, or related field from an accredited university by the time of appointment. A doctoral degree from an accredited institution, with degree conferred by August 8, 2014 is preferred. Demonstrate a willingness and capacity to teach at the undergraduate level, including demonstrated ability for teaching public speaking at the college level and the ability to teach communication theory.

Duties include a teaching load assignment of four courses each academic semester (“4-4” load) in the General Education Program (GEP), teaching the following courses: Introduction to Communication, Fundamentals of Technical Presentation, and Fundamentals of Oral Communication. Other typical responsibilities include supervising graduate teaching assistants; appropriate service in student advising (academic, professional and career), participating in the academic life of the school (e.g. attending faculty meetings, participating in curriculum review/development, assessment of student learning, etc.) as well as serving on various committees as appropriate for an instructor in the school. External service expectations include work with appropriate academic disciplinary bodies and professional organizations.
Prefer experience with, or potential for, developing and teaching in a variety of delivery modes including large lecture and small skills classes, on-line (web) or mixed mode environment. Prefer candidates with professional experience in public speaking.

Candidates must apply online at http://www.jobswithucf.com and attach the following materials: a cover letter, curriculum vitae, a brief teaching portfolio, and contact information for three professional references.

The University of Central Florida is an Equal Opportunity and Affirmative Action employer. The University of Central Florida is a research intensive university serving more than 60,000 students. The Nicholson School of Communication strives to be a premier academic program known for excellence in research scholarship and education. For additional information about the Nicholson School of Communication and its programs, visit www.cos.ucf.edu/communication.

The Nicholson School of Communication enjoys extensive positive relationships with the professional community. Students are active in internships and organizations on and off campus. The curriculum emphasizes both applied and theoretical aspects of the field and encourages diversity in all aspects of communication.

For more information about this position, please contact the Search Committee Hiring Manager, Ms. Debbie Doyle @407.823.5570 or debbie.doyle@ucf.edu.

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ARIZONA STATE UNIVERSITY
ASU California Center
Professor of Practice/Director, Cronkite Sports Bureau

The Walter Cronkite School of Journalism and Mass Communication at Arizona State University seeks to hire a Professor of Practice and Director of the Cronkite Sports Bureau to lead the school’s sports journalism bureau located at the ASU California Center in Santa Monica, California.

The Cronkite School offers Bachelor of Arts, Master’s of Mass Communication and Ph.D. degrees. The school is accredited by the Accrediting Council on Education in Journalism and Mass Communication. ASU is a large Research I institution located in the Phoenix metropolitan area.

A leader in digital media education and the home of the Carnegie-Knight News21 program, the Cronkite School is expanding its sports journalism program. The school added more than 20 top journalists and scholars to the faculty over the past six years.

Duties and Responsibilities
Teaching and supervising upper-level undergraduate and graduate multimedia journalism students daily; establishing the Cronkite Sports Bureau in Santa Monica, California by developing partnerships with local, regional and/or national TV and digital sports networks; leading students in the hands-on creation of TV packages and digital sports content; working closely with the Assistant Dean and other faculty in Arizona to integrate efforts in the Cronkite sports journalism curriculum; performing other faculty responsibilities for the School, such as committee assignments, student recruitment and other duties as assigned.

Qualifications

Required: Six years of major-market, regional, or national television or digital network reporting
Required: Six years of major-market, regional, or national television or digital network reporting or producing experience; non-linear editing experience; videography experience. A bachelor's degree.

Desired: Experience working with undergraduate and/or graduate students in a university setting; bilingual (English/Spanish)

Application deadline: Dec. 15, 2013, or if not filled, the first of each month thereafter until the search is closed.

Application procedure: Materials must include: 1) a resume, 2) video work samples, and 3) names, addresses, phone numbers and e-mail addresses of three professional references.

Submit materials to:
Mark Lodato
Assistant Dean
Walter Cronkite School of Journalism and Mass Communication
555 N. Central Avenue, Suite 302
Phoenix, AZ 85004
Email: cronkitejobs@asu.edu

Arizona State University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply. [https://www.asu.edu/titleIX/](https://www.asu.edu/titleIX/). The Walter Cronkite School of Journalism and Mass Communication actively encourages diversity among its applicants and work force.

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**KENT STATE UNIVERSITY**

School of Communication

Assistant Professor, Health Communication

The School of Communication Studies at Kent State University invites applications for a tenure-track position in Health Communication at the rank of Assistant Professor. Strong expertise in health communication and new communication technologies is highly desirable.

The new faculty member will have the opportunity to shape the curricula and associated initiatives in the undergraduate and graduate concentrations in health communication. He or she will be expected to teach in the undergraduate program, participate in our masters and doctoral programs, and conduct research in health and mediated/mass communication, and allied areas. The School offers undergraduate concentrations in applied, global, health, interpersonal, organizational and public communication. The School of Communication Studies is part of the College of Communication and Information headed by Dean Stanley T. Wearden, former director of the School. The College encourages integrative work among the Schools of Communication Studies, Journalism and Mass Communication, Library and Information Science, and Visual Communication Design, as well as a program in Information Architecture and Knowledge Management. The School of Communication Studies places high value on collaborative work, within the college, around the campus, and with other organizations in all sectors.

Kent State University, with more than 25,000 students on the Kent campus, has been ranked by Times Higher Education, a London-based higher education magazine, as one of the top 200 universities in the world. The Kent campus is located in the rolling hills of northeastern Ohio. Kent State is a major research university with a commitment to innovative strategies for learning and civic engagement. Kent offers a delightful combination of a small but vibrant
collegiate environment and close proximity to the cultural, dining and professional sports activities of major cities, along with the recreational opportunities of the Cuyahoga Valley National Park and the many lakes in the region.

Review of applications will begin on February 1, 2014, and will continue until the position is filled. We expect an employment start date of either August 2014 or January 2015. The Ph.D. or equivalent is expected by the start of the semester of employment. If the degree is not yet completed, the new hire will be initially at the level of Instructor, and on a term basis.

Applicants should possess excellent publication and teaching credentials commensurate with years of experience. A strong commitment to academic and community service is also desired.

For a complete description of this position and to apply, visit our jobsite at: https://jobs.kent.edu. Applicants will upload the following items:

- Letter of application
- Curriculum vita
- At least three letters of recommendation
- Selected publications
- Teaching evaluations
- Other information the candidate deems relevant.

For more information, please contact Dr. Nichole Egbert, Search Committee Chair, negbert@kent.edu or 330-672-2659.

Kent State University is an equal opportunity/affirmative action employer. Hiring is contingent upon being able to work in the United States.

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UNIVERSITY OF CALIFORNIA - LOS ANGELES
Departments of Communication Studies and Political Science
Associate or Full Professor - Political Communication

UCLA’s departments of Communication Studies and Political Science invite nominations and applications for a senior tenure-track position in political communication at the level of Associate or Full Professor. Applications are welcome from scholars with an interest in elections, visual communication, public opinion, digital media, lab and field experiments, large-scale data analysis, or media institutions with a primary focus on political communication. We encourage candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence. Title, rank will be commensurate with credentials and experience. Salary will be competitive.

The appointment will be joint between the departments of Communication Studies and Political Science and will begin in July 1, 2014. Responsibilities will include maintaining an active and impactful program of research, teaching at both the undergraduate and graduate level, and university service.

Qualifications: Candidates should have a Ph.D. in Political Science, Communication, or a closely-related field of study. Applicants should have exceptionally high visibility and an outstanding publication record in the field of Political Communication.

Applicants are to apply for this position online at https://recruit.apo.ucla.edu/apply. Job tracking number is 0755-1314-01. The requirements are: a cover letter; a statement of research and teaching interests; a curriculum vitae; a list of 3-4 individuals who can serve as a
OAKLAND UNIVERSITY
Department of Communication and Journalism
Assistant Professor, Media Studies

The Department of Communication and Journalism at Oakland University invites applications for a tenure-track assistant professor position in media studies with an emphasis in media production. The appointment begins August 15, 2014.

This position is open to a number of possibilities as our program grows and we revise our curriculum. Successful candidates will teach and develop new courses in the areas of media production and media studies, maintain an active research agenda, and manage production facilities.

Review of applications will begin December 2, 2013 and continue until position is filled.

Oakland University is recognized by the Carnegie Foundation for the Advancement of Teaching as one of the nation’s 82 doctoral/research universities. The university offers 139 bachelor’s degree programs and 125 graduate degree and certificate programs and is dedicated to delivering a distinctive undergraduate experience to more than 20,000 students, complemented by the strength of its graduate offerings and research accomplishments. See our web page at oakland.edu.

Required qualifications include experience teaching undergraduate courses in one or more production areas (such as video production, audio production, and post-production) and a record of video production. Applicants will be expected to maintain exposure to current trends and facilitate their application to the curriculum. They should also be prepared to lead graduate seminars as well as direct creative projects at the MA level. MFA or PhD in relevant field at time of appointment is preferred but ABD will be considered.

Professional experience in live production and post-production is preferred.

Apply Here: http://www.Click2apply.net/wyfb7sx

UNIVERSITY OF GEORGIA
Grady College of Journalism and Mass Communication
Faculty Position in Digital and Broadcast Journalism

The Department of Telecommunications of the Grady College at the University of Georgia invites applications for a tenure-track position in Digital and Broadcast Journalism to begin August 2014.

**Academic Rank/Salary** - Assistant Professor. Appointment will be commensurate with qualifications and experience. Salary competitive.

**Responsibilities** - The Department of Telecommunications seeks someone with outstanding theoretical and applied expertise in digital journalism across multiple platforms, including television. The successful candidate will have demonstrable potential to produce scholarly...
research of the highest standard and is expected to become a leader in his or her specialty area. We are particularly interested in the research areas of digital journalism, news, social media, and management, but we welcome other research interests as well. Applicants should have the ability to teach the concepts and practice of digital journalism including writing, reporting, and producing for online, mobile and television distribution. The ideal candidate will have professional newsroom experience.

Qualifications - A Ph.D. in communication or related field is required. Candidates should have a demonstrated record, or the clear potential to develop a strong program of scholarly research, and the potential for excellence in teaching. Ability to mentor and direct masters and doctoral students also is required. All successful candidates must be able to serve on graduate student committees and have the ability to direct theses and dissertations.

Screening of applications will begin December 10, 2013, and will continue until filled.

To Apply - To apply for the position, submit a cover letter, curriculum vitae, contact information for three references, transcripts from your terminal degree program, and teaching evaluations to: Dr. Itai Himelboim, DBJ Search Committee Chair, Department of Telecommunications, Grady College of Journalism and Mass Communication, University of Georgia, Athens, GA 30602-3018. Email: itai@uga.edu (706) 542-5118.

Learn more about the Department of Telecommunications and the Grady College at www.grady.uga.edu. Georgia is well known for its quality of life both outdoors and urban activities (www.georgia.gov). The University of Georgia (www.uga.edu) is a land grant/sea institution located 70 miles northeast of Atlanta (www.visitathensga.com).

The University of Georgia is an AA/EEO/ADA Institution