

AEJMC NEWS

The Newsletter of the Association for Education in Journalism and Mass Communication

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Annual Survey of Journalism & Mass Communication Graduates

By Lee B. Becker, Tudor Vlad, Whitney Kazragis

The job market for graduates of journalism and mass communication programs around the country showed signs of improvement in 2010 and the first half of 2011, though the improvements are tentative and the market has not yet returned even to the level of two years ago.

The 2010 graduates were more likely than graduates of 2009 to report having at least one job offer on graduation, more likely to report being employed at the benchmark date of the end of October of last year, and more likely to hold a full-time job six to eight months after completing university studies. The jobs the graduates held were more likely to be in the field of communication in 2010 than they were in 2009.

The median salary reported by the 2010 graduates showed no sign of improvement compared with a year earlier. In fact, the median salary earned by the 2010 graduates of \$30,000 is exactly the same as the median salary reported in 2006, the last year that salaries improved over the year before. Given the impact of inflation, graduates in 2010 reported salaries with significantly less purchasing power than did graduates in 2006. The 2010 graduates reported receiving other benefits roughly comparable to what graduates reported receiving a year ago.

Graduates in 2010 who found jobs were a bit more likely to report those jobs matched their goals and to be satisfied with the jobs overall than were graduates a year earlier. A clear majority of the graduates reported they had been prepared for today's job market by their courses, but large percentages did not report obtaining skills that now seem important for those seeking jobs in the changing communication occupations.

SURVEY METHODOLOGY

The *Annual Survey of Journalism & Mass Communication Graduates* is designed to monitor the employment rates and salaries of graduates of journalism and mass communication programs in the United States, including Puerto Rico, in the year after graduation. In addition, the survey tracks the curricular activities of those graduates while in college, examines their job-seeking strategies, and provides measures of the professional attitudes and behaviors of the graduates upon completion of their college studies.

Since 1997, the *Annual Survey of Journalism & Mass Communication Graduates* has been conducted in the James M. Cox Jr. Center for International Mass Communication Training and Research at the Grady College of Journalism and Mass Communication, University of Georgia.

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FROM THE PRESIDENT



By Linda Steiner
2011-12 AEJMC President
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New Projects...and New Ways to Contribute

The agenda at our annual business meeting was so full that I could not report what I have planned for this coming year. So here I want to tell you about several initiatives that show the passion of AEJMC members—that is, our shared commitment to improving research, practices, and education in journalism and mass media, and also our commitment to AEJMC.

The AEJMC Latino & Latin American Task Force will determine how AEJMC can be maximally helpful to Latino/a journalists and scholars, including would-be scholars. This task force will be chaired by Federico Subervi, Director of the Center for the Study of Latino Media & Markets at Texas State University-San Marcos, whose School of Journalism and Mass Communication won the AEJMC Equity & Diversity Award. Subervi's name helped attract seven energetic and enthusiastic members for this task force, and he invited six (!!!) other Latin American and Latin Americanist colleagues to LLA's first meeting, in St. Louis.

One of the LLA's major goals is figuring out how to encourage more U.S. Latino/a students to apply to doctoral programs, and then how to help prepare them for academic positions. While Hispanics are the largest "minority" group in the country, they are not entering doctoral programs in proportionate numbers, nor are US journalism and media studies schools hiring those who do complete the Ph.D. At that kick-off meeting, the LLA listed a dozen or so goals, some of which build on projects already suggested by other internationalizing "forces" in AEJMC, such as a Strategic Planning Committee subgroup also chaired by Subervi. Among other things, the LLA wants AEJMC to provide Spanish translations of abstracts of AEJMC journal articles and to develop some sections of our website in Spanish. LLA will look at other ways to cultivate more and better ties with our Latin neighbors, in order to sustain more collaboration and exchange.

Also demonstrating the association's commitment and sensitivity to issues of diversity, Lana Rakow and Jane Rhodes are co-chairing the Task Force on Recruiting for Academic Diversity. Rakow served two terms on the Accrediting Council and is the director of the Center for Community Engagement at the Univer-

sity of North Dakota. Rhodes is Dean for the Study of Race and Ethnicity and Chair of American Studies at Macalester College. RAD will focus on recruiting diverse people into the academy from various sectors of the media "industry." I have been hearing from (or about) increasing numbers of media professionals who either lost their jobs or just became burned out. Now they say they want to teach at the college/university level, but don't know what is required to find, get, or keep those academic jobs. My own concern is how to ensure that professionals who are recruited (or would like to be recruited) as adjuncts/lecturers or as tenure-track faculty represent the kind of diversity our association insists is important. This task force will first determine just what the problem is—or, indeed, if a problem exists—and then figure out the best ways to serve this broad goal.

Third, a group of AEJMC stalwarts, including three former AEJMC presidents, will articulate a fund-raising campaign for our Centennial year. As you know, AEJMC is embarking on a campaign we are calling \$100 for 100 years. Priorities of this campaign include providing a healthy endowment for the James Tankard top book prize and funding the Emerging Scholars Research Program.

Monies will also be set aside for efforts to be determined later, perhaps in new media/new technologies. We want every member of AEJMC to contribute at least \$100. Of course, anyone is welcome to give more; indeed, all Board of Directors members have pledged, and several have donated much more than \$100.

The last time (perhaps the only time) we asked members for contributions was when we were paying off the mortgage on AEJMC's building in South Carolina. The Centennial provides an opportunity for us to think about what AEJMC has done for us, professionally and personally, both as an association and at the individual level....and then to give back. It's nearly a once in a life-time opportunity. Given that AEJMC has no development officer, I deeply appreciate this committee's willingness to share their fund-raising wisdom and expertise. It will be chaired by Hubert (Hub) Brown, Associate Dean for Research, Creativity, International Initiatives and Diversity at Syracuse's S. I. Newhouse School.

Just as everyone said "YES" when asked to serve, not only on these three initiatives, but also on all the other committees of AEJMC, so I expect that you will all say "YES" when asked to donate to your association. You don't have to wait. You can already **now write that check**. You'll find a contribution form in this newsletter on page 14.

And if you, too, would like to volunteer for these projects—or others—let us know.

“
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your association.”

Call for Nominations

AEJMC Equity & Diversity Award

AEJMC is calling for nominations for the 2012 AEJMC Equity & Diversity Award, which recognizes JMC academic units that are increasing equity and diversity among their faculty. Specifically, units will be evaluated for progress and innovation in racial, gender, and ethnic equity and diversity.

The selection committee will evaluate efforts over the past three years in the following areas:

Hiring and Recruitment: The academic unit illustrates efforts in recruiting or hiring qualified faculty from groups historically underrepresented in U.S. academia and/or from groups that reflect the communities that the unit serves. Evidence should include changes in salary levels; and hiring packages.

Status of Current Faculty: The academic unit illustrates equitable representation among full-time and part-time faculty that include groups historically underrepresented in U.S. academia and/or groups that reflect the communities that the unit serves. Evidence should include retention efforts, recent tenure and promotion rates, mentoring; and faculty participation in service/activities.

Climate: The academic unit illustrates a supportive climate. The unit strives to be free of discrimination. Evidence should include curriculum and programming; faculty/student perceptions; and decreasing number of grievances.

Institutionally Embedded Support: The academic unit offers formal support for equity and diversity initiatives. Evidence should include mentorship activities and graduate student support.

Applications must be e-mailed, and may be submitted by any AEJMC or ASJMC member, by any faculty member within the nominated unit, or by the head of the nominated unit. The following application materials are required:

- a) A cover letter or e-mailed text that includes contact person's name, phone numbers and e-mail address; title and address of nominated unit and institution; and name and title of unit's head.
- b) A completed EDA Demographics Form that provides a description of the unit's faculty and students, its degrees conferred, and other information. The form is available on the AEJMC website at www.aejmc.org.
- c) An attached narrative, not to exceed four (4) double-spaced pages, which describes the equity and diversity efforts of the academic unit. The narrative might include goals, actions steps, and outcomes toward achieving a work environment that promotes equity and diversity.
- d) One letter from the unit head acknowledging nomination.
- e) Two (2) additional letters of support/recommendation.

Applications could include additional materials, such as: description of specific institutional policies or legislation outlining diversity opportunities or barriers, and documentation of other awards received.

Complete applications must be received by 5 p.m. Eastern time February 1, 2012. Materials should be emailed to AEJMC at aejmchq@aol.com. Only e-mailed applications will be accepted. Applications that are incomplete will not be considered.

Please address any questions to: Jennifer McGill, AEJMC Executive Director, at 803-798-0271, or aejmchq@aol.com. Selection of the winner is determined by the Equity and Diversity Award Advisory Committee, composed of AEJMC members. The committee reserves the right not to present an award in any given year.

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in Journalism and Mass Communication

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the editor's views or the association's policies.

ANNUAL SURVEY OF JOURNALISM CONTINUED FROM COVER

Each year a sample of schools is drawn from those listed in the *Journalism and Mass Communication Directory*, published annually by the Association for Education in Journalism and Mass Communication, and *The Journalist's Road to Success: A Career Guide*, formerly published and printed by the Dow Jones Newspaper Fund, Inc., and now known as the Dow Jones News Fund and available online. Schools list themselves in the *AEJMC Directory*. All U.S. programs accredited by the Accrediting Council on Education in Journalism and Mass Communications and all U.S. members of the Association of Schools of Journalism and Mass Communication are in the *AEJMC Directory*. To be included in the *News Fund Guide*, the college or university must offer at least 10 courses in news-editorial journalism and those courses must include core courses, such as an introduction to the mass media and press law and ethics, as well as basic skills courses such as reporting and editing. Selection of schools for the sample is probabilistic, so that those chosen represent the population of schools in the two directories. In 2010, 83 schools were drawn from the 481 unique entries of four-year programs in the U.S. (including Puerto Rico) in the two directories.

Administrators at the selected schools are asked to provide the names and addresses of their spring bachelor's and master's degree recipients as well as a cover letter endorsing the project to be mailed with the questionnaire. The questionnaire was mailed in November 2010 to all spring graduates receiving either a bachelor's or a master's degree from the selected programs. A second questionnaire was sent to nonrespondents in January 2011. A third mailing was sent in March 2011 to graduates who had not responded to the first two mailings. For the 37 programs that had provided email addresses, the third mailing was supplemented by an email message as well. Few of those 37 schools provided email addresses for all of their graduates. One of the 37 schools provided only email addresses, and these addresses were used for all three mailings. The graduates could either return the mailed instrument in a

self-addressed, postage-paid envelope, or complete the instrument online. All graduates were given a unique password for access to the web survey and could use it only once. The respondents also were told they could win an iPod Touch (8 GB) in a lottery by participating.

The questionnaire asked about the respondent's experiences both while a student and in the months since graduation. Included were questions about university experiences, job-seeking and employment, and salary and benefits.

In 2010, the survey was mailed to 9,737 individuals whose names and addresses were provided by the administrators of the 83 programs. A total of 2,699 returned the questionnaires by the end of May of 2010. Of the returns, 2,442 were from students who reported they actually had completed their degrees during the April to June 2010 period. The remaining 257 had completed their degrees either before or after the specified period, despite their inclusion in the spring graduation lists. A total of 534 questionnaires was returned undelivered and without a forwarding address. Return rate, computed as the number of questionnaires returned divided by the number mailed, was 27.7%. Return rate, computed as the number returned divided by the number mailed minus the bad addresses, was 29.3%.

Of the 2,442 usable questionnaires, 2,254 (92.2%) were from bachelor's degree recipients and 188 were from those who received a master's degree.

The findings summarized in this report are projectable to the estimated 51,550 students who earned bachelor's degrees and the 5,440 students who earned master's degrees in academic year 2009-2010 from the 481 colleges and universities across the United States and Puerto Rico offering programs in journalism and mass communication. Comparisons are made with data gathered in graduate surveys back through 1986. Data on master's degree recipients have been available since 1989.

Sample error for the 2010 undergraduate data is 2.1%. Sample error for responses from those receiving master's degrees in 2010 is 7.2%. In both cases, the

confidence level is set at .05, meaning that the odds are 19 to 1 that the figures presented in this report are within plus or minus sample error of what would have been obtained had all graduates of journalism and mass communication programs, rather than a sample of these graduates, completed questionnaires. Sample error, of course, is only one of the sources of error in survey estimates. Standard statistical tests have been used to evaluate the observed differences, or trends. Only those differences that are likely to hold if a census of all graduates were undertaken are discussed in the text.

Women made up 72.5% of respondents. Members of racial or ethnic minorities made up 18.9% of those returning questionnaires. These sample characteristics are similar to those in recent years. Overall, the sample reflects higher return rates from women and lower return rates from minorities, based on the known characteristics of the 481 schools from which the sample was drawn.

Funding for the 2010 graduate survey was provided by the American Society of Newspaper Editors, the Association for Education in Journalism and Mass Communication, the Association of Schools of Journalism and Mass Communication, Gannett, the Hearst Corporation, the McCormick Foundation, the National Association of Broadcasters, Newspaper Association of America, the Sigma Delta Chi Foundation of the Society of Professional Journalists, the Scripps Howard Foundation, Specialized Information Publishers Foundation, the School of Journalism and Mass Communication at the University of Minnesota, and the Grady College of Journalism and Mass Communication at the University of Georgia.

EMPLOYMENT

Those receiving bachelor's degrees from journalism and mass communication programs in the spring of 2010 were more likely than were graduates a year earlier to leave their studies with at least one job offer of some sort available to them. The change was modest, but the direction was unmistakable. In 2010, 68.5% of the graduates reported they had at least one job offer, compared with 61.9% a year earlier.

In 2008, 71.5% of the bachelor's degree recipients reported having at least one job offer, and in 2000 that figure had been 82.4%. The graduates in 2010 had, on average, 1.2 job offers when they left the university, compared with 1.1 a year earlier.

Of those graduates who looked for work, only a small number had no interviews. In 2010, that figure was 5.9%, a figure unchanged from a year earlier. Only 3.5% of the graduates in 2010 had only a telephone interview, and 90.6% had at least one in-person interview.

The level of full-time employment on the benchmark date of Oct. 31, 2010, inched up for the 2010 graduates. At that point, 49.8% of the bachelor's degree recipients reported having a full-time job (Chart 1). That figure had been 46.2% a year earlier but 63.3% as recently as 2007. If only those graduates who looked for work are used in the calculation, the level of full-time employment on Oct. 31 was

for participation. The 2010 bachelor's degree recipients reported a full-time employment level of 58.2%, just slightly higher than the 55.5% figure reported by graduates a year earlier. The level of full-time employment for 2010 graduates in the roughly six to eight months after graduation was lower than at any time back to 1986 except for in 2009. The market recovery has been slight, and the market remains very depressed in light of levels of employment in the 1998-2000 period.

The slight improvement in the labor market in 2010 and 2011 was anticipated in the data from the 2009 graduate survey. Graduates returning the survey early in 2010 reported higher levels of employment than did graduates who had returned the survey in 2009. The comparable data for the 2010 graduates is not as encouraging. It shows that the level of employment has been relatively constant since the first of the year. Graduates returning the survey late in 2010 showed

communication component historically has reflected the characteristics of that larger market. The level of unemployment for those who earned a bachelor's degree from journalism and mass communication programs in 2010 was just slightly lower across the Nov. 1 to May 31 period than was true for persons in the comparable cohort of those 20-24 years old. That also was true a year earlier. The unemployment rate for the total U.S. labor force for persons 16 years old and older is considerably lower, though the pattern across time is the same.

Of those bachelor's degree recipients with a full-time job, the vast majority were in permanent positions. The figure of 88.7% has not changed much in recent years, with the exception of 2008. The percent of those with a part-time job that is permanent was 41.0 in 2010, or roughly the same as was true a year earlier. One in five of those with a full-time job also was doing free-lance work, and nearly four in 10 of those with a part-time job were doing freelance work.

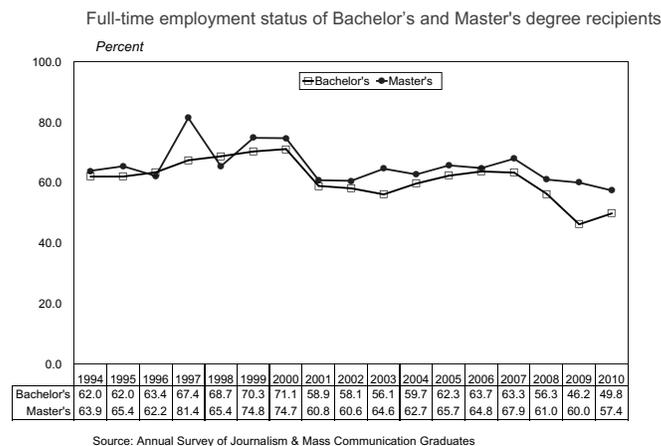
The percentage of journalism and mass communication bachelor's degree recipients who actually found a full-time job in communications increased slightly in 2010 over 2009. The gain of less than four points was small but statistically significant, meaning it is unlikely to be attributable to chance fluctuation associated with sampling. The finding provides further evidence that the job market for 2010 graduates was better than a year earlier, but the degree of improvement is modest at best.

The improvements in the job market were not even. Those graduates who had specialized in news-editorial journalism—the traditional print base of journalism and mass communication education—actually experienced a decline in the level of full-time employment in 2010 compared with a year earlier. The drop was dramatic—by 8 percentage points—and is unlikely to be a chance fluctuation. The finding that only half of the bachelor's degree recipients with this specialization found a full-time job six to eight months after graduation is unprecedented. The job market for bachelor's degree recipients with telecommunications as a speciality was statistically comparable in 2010

Continued on page 6

Chart 1

Employment status Oct. 31



58.0% for 2010 graduates, up slightly but significantly from the 54.1% figure of a year earlier. The Oct. 31 date is used as a reference point to allow for comparisons regardless of when the graduates returned the survey. The graduate survey is put into the field on Nov. 1 each year.

Graduates also are asked to report their employment status at the time they return the survey instrument, which can vary across the field dates. Not all surveys go into the field on Nov. 1, and not all graduates respond to the initial request

employment levels even lower than were reported by graduates at the beginning of 2011. Such a finding isn't so surprising, as new graduates flood the market in the spring of the year. But the 2010 graduates reporting on their level of employment in March, April and May of 2011 were no more likely to have a full-time job than graduates who reported in those same months a year earlier.

The journalism and mass communication labor market is part of a larger labor market, and the journalism and mass

to what had been the case a year earlier. Only about half of those graduates also had been able to find work six to eight months from the time they left the university. In contrast, graduates who had been in an advertising major were considerably more likely in 2010 to find a full-time job than had been true in 2009, and the 71.9% figure is much higher than for telecommunications and print students and at the level of employment of most of the last decade. Graduates who had concentrated in public relations had about the same level of success in the job market in 2010 as did those with this same concentration in the 2009 class. Clearly it was better to be an advertising or public relations graduate in 2010 than a graduate in print journalism or telecommunications.

Women also did better in the 2010 job market than did men. Women are more likely to specialize in advertising and public relations than are men, so the difference is easily explained through those interests. The gap has been consistent across time. Minority graduates in 2010 once again had a more difficult time in the job market than did graduates who were not members of racial and ethnic minorities. The gap in 2010 of 17.1% is the largest ever recorded in the survey. Further evidence of the difficulty of minority graduates in the 2010-2011 labor market comes from analyses of the types of jobs received. Those bachelor's degree recipients who are members of racial or ethnic minority groups and found a job were much less likely to have found that job in communication than were those bachelor's degree recipients who were not members of minority groups. This gap also is large by historical standards.

Two-thirds of the bachelor's degree recipients who found work in communication were involved with writing and editing for the web, up from a year earlier, and more than one in five was designing and building web sites, roughly the same as a year earlier. Eight in 10 of the graduates with a communication job are researching materials using the web, and more than half are using social network sites in their jobs. The latter figure is a sharp increase from a year earlier. For the most part, web work was more prominent with 2010 graduates than it had been

with those who graduated in 2009. Almost regardless of employer type, writing and editing for the web is a prominent part of the work landscape. Only among those graduates who found communication work with a nonmedia company were fewer than half doing this type of work. Researching materials using the web is nearly universal, regardless of employer type.

In 2010, bachelor's degree recipients who found work in communication also were more likely to be using a variety of communication technologies than were graduates a year earlier. They were more likely to be doing non-linear editing, photo imaging, using a video camera, and producing content for mobile devices. All of the differences are small, but the overall pattern is clear enough. In general, graduates in 2010 were about as likely as graduates a year earlier to be working a 40-hour-week.

More than nine of 10 of the degrees offered by journalism and mass communication programs around the country are offered to students completing undergraduate programs. Those students who earn master's degrees compete in the same job market, and, in general, have more success, reflecting their added training and, quite often, years of relevant experience. In 2010, 67.5% of the master's degree recipients reported leaving the university with at least one job offer, up from 58.9% a year earlier. On average, these graduates had 1.2 job offers available to them. In this regard, the master's students were comparable to the bachelor's degree recipients. Of the master's degree recipients, 57.4% had a full-time job on the benchmark date of Oct. 31, 2010, roughly the same as a year before (**Chart 1**). The comparable figure for bachelor's degree recipients was 49.8%. The rate of full-time employment jumps to 66.3% when only those who had looked for work were used in the calculation. The figure for bachelor's degree recipients was 58.0%. When the master's degree recipients returned the questionnaire, 63.8% of the held a full-time job, compared with the figure of 58.2% for bachelor's degree recipients. Because of the relatively small number of cases for the master's degree recipients, it is hard to determine if the 2010 figure represents

much improvement over a year earlier, but the pattern certainly is supportive of that conclusion. As with the bachelor's degree recipients, however, any improvement has been modest at best.

SALARIES AND BENEFITS

For the fifth straight year, the median salary earned by journalism and mass communication bachelor's degree recipients who found full-time work was \$30,000. The median salary earned by master's degree recipients was \$36,200, a decline of nearly \$3,000 from a year earlier.

These are nominal figures. If the salaries are adjusted for inflation, bachelor's degree recipients reported a median salary that was \$500 lower than a year earlier and more than \$2,000 lower than comparable graduates earned in 2000. For master's degree recipients, the 2010 median salary was roughly \$1,500 less than master's degree recipients earned in 2000.

Comparable data on other fields are not available. The National Association of Colleges and Employers (NACE) reported in September of 2010 that the average annual starting salary offer to all college graduates had declined 0.7% over a year earlier, to \$48,288. The estimate comes from college and university career service offices around the country, rather than from what graduates in a given field actually report receiving. NACE reported that petroleum engineering graduates received the top offers with an average of \$77,278. NACE does not track separately journalism and mass communication recruiting offers. NACE does not report data on job offers to master's degree recipients.

The median salary earned by 2010 bachelor's degree recipients who found full-time work in the daily newspaper industry was just less than \$500 above what graduates earned a year earlier. The increase did not keep up with inflation. Bachelor's degree recipients who found work at a weekly newspaper earned, on average, just less than \$25,000, or the same as a year ago and \$2,500 less than graduates at daily newspapers.

Salaries earned by bachelor's degree recipients who found full-time work in radio were down again in 2010, to \$27,000. Radio salaries reported by the

bachelor's degree recipients with full-time jobs have decreased markedly from 2008 and are returning to the low levels of earlier years. In television, salaries actually showed an increase for the second year in a row.

The average salary for a 2010 bachelor's degree recipient who found a job in advertising was down from a year before. Graduates who found a full-time job in public relations reported a median annual salary of \$32,000, up \$1,000 from what 2009 graduates reported.

Salaries earned by bachelor's degree recipients with full-time jobs in the daily newspaper industry, the weekly newspaper industry, radio and broadcast television all were below the median earned by bachelor's degree recipients with full-time jobs overall (**Chart 2**). Graduates who found jobs in cable, advertising, public relations, specialized publishing, and with online publishers all were above the median, with graduates having jobs in cable and online publishing doing particularly well. Magazine jobs paid at the median. Graduates who found work in what they called a communication job but with an employer they said was not part of the

recipients and 57 of the master's degree recipients reported income from freelance work on other self-employment outside the regular job. The median salary earned by the bachelor's degree recipients for this extra work was \$2,956, while it was \$3,900 for master's degree recipients. The question was included in the survey for the first time in 2010.

Benefits offered to 2010 graduates remained largely stagnant compared with a year earlier. Graduates are asked to report on a list of nine benefits and indicate whether the employer pays for the benefit entirely or whether the employer pays only part of the costs of the benefit. The list included basic and major medical coverage, prescription drug and disability insurance, dental insurance, life insurance, maternity/paternity leave, child care, and a retirement plan beyond social security. In several cases, the drop was rather dramatic. In 2010, 18.2% of the bachelor's degree recipients with full-time jobs reported that the employer paid all of the basic medical coverage offered, while 37.6% reported that the benefit was offered but the employer paid only part. That means that 55.8% of the bachelor's

care. Retirement benefits were nearly the same in 2010 as a year earlier as well.

CONCLUDING COMMENTS

The job market for 2010 graduates of the nation's journalism and mass communication programs was better than the market that 2009 graduates entered a year earlier, but only by a small amount. The reversal of the decline in the market is the good news. The slight level of improvement is the bad.

An examination of the historical pattern for the labor market for U.S. journalism and mass communication graduates for the last 25 years makes it clear that the market has not been static. Employment declined in the early 1990s before recovering at the end of that decade. It then declined again and was in the process of recovery when the worldwide financial crisis hit in 2008.

What was striking about the downturn after 2008 was its severity. The level of full-time employment dropped 10 percentage points from 2007 to 2008 and another five percentage points the following year. That level of decline was unprecedented. Only 55.5% of the graduates in 2009 had a full-time job six to eight months after graduation. That was 20 percentage points lower than the level of full-time employment in 1999 and 2000.

The fate of journalism and mass communication graduates as they enter the labor market has always mirrored the fate of others in the same age cohort also seeking jobs. But journalism and mass communication graduates actually reported higher levels of unemployment in the 2000 to 2004 period, reversing the trend from the previous decade of lower unemployment rates than the age cohort. In recent years, the two unemployment rates have closely matched.

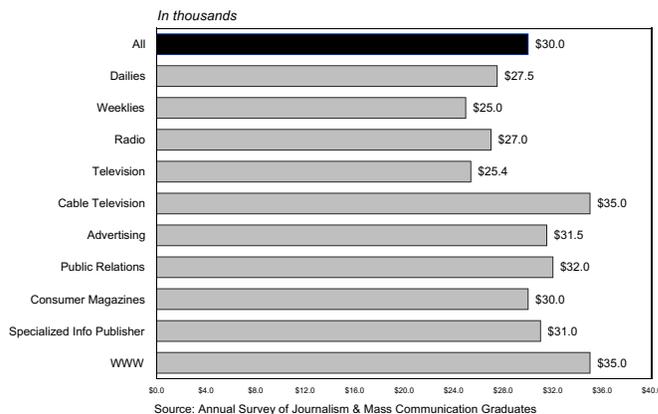
In 2010, the journalism and mass communication graduates reported a slightly lower level of unemployment than was true for the age cohort. And the overall level of employment for journalism and mass communication graduates has improved, if only slightly, for the first time since 2005. The optimistic view is that the experience of the 2010 graduates indicates that the field is on the way to recovery.

Any optimism must be tempered,
Continued on page 8

Chart 2

Salaries compared

Median yearly salaries for 2010 Bachelor's degree recipients with full-time jobs



media field earned, on average, \$27,300, or considerably below the median, but just below the median salary reported by graduates with jobs in the daily newspaper industry. Across time, graduates who found work in television and at weeklies have received the lowest salaries.

In 2010, 332 of the bachelor's degree

degree recipients had at least some employer contribution to this benefit, compared with 57.6% a year earlier. Major medical coverage also showed a slight drop, as did prescription drug coverage. Disability and dental benefits were largely unchanged, as was true for life insurance, maternity/paternity coverage, and child

SURVEY CONCLUDED

however, for two reasons. First, there is no evidence of continued improvement during the last months of the 2011 period. So the new 2011 graduates enter the market when it is not showing signs it can absorb them. The second cautionary note comes for an examination of salaries. The median salary reported by bachelor's degree recipients is 2010 is identical to the median salary reported by bachelor's degree recipients each year back to 2006. Given the effects of inflation, graduates in 2010 were actually receiving \$1,250 less in 2010 than were graduates in 2006. And the salary earned by graduates in 2010 is the same as the salary earned by graduates in 1987 once the effects of inflation are removed. The field had seen some real gains in terms of salaries in the late 1990s, but those gains are now entirely gone. The graduates also have seen an erosion of benefits paid for and available to them during this time as well.

The technologies of communications are a dominant and vibrant part of the U.S. culture and economy, and they have become more dominant and more vibrant over the last 20 years. Despite that, the labor market served by university programs in the journalism and mass communication segment remains mired in a deep depression, and those who do find work are compensated at levels that do not reflect the dominance and vibrancy of technological change.

The slight good news about the experiences of the 2010 graduates of journalism and mass communication programs certainly needs to be tempered by a reflection on the disconnect between the revolution in communication technologies and the slow levels of change in at least the journalism and mass communication component of the communication labor market.

For a more detailed report, visit www.grady.uga.edu/annualsurveys.

Lee B. Becker is director of the James M. Cox Jr. Center for International Mass Communication Training and Research in the Grady College of Journalism & Mass Communication at the University of Georgia. Tudor Vlad is associate director of the Cox Center, where Whitney Kazragis is a graduate research assistant.

Presidential Appointments

AEJMC President, Linda Steiner appoints 2011-12 Committees

FINANCE COMMITTEE

Kyu Ho Youm (Chair), University of Oregon; **Linda Steiner**, University of Maryland; **Jan Slater**, University of Illinois; **Pamela Bourland-Davis**, Georgia Southern University; **Joe Phelps**, University of Alabama; **Don Heider**, Loyola University-Chicago; **Sylvia Chan-Olmstead**, University of Florida; **Daniel Stout**, University of Nevada-Las Vegas; **David Perlmutter**, University of Iowa; **Paula Poindexter**, University of Texas-Austin

MEMBERSHIP COMMITTEE

Guy Golan (Chair), Syracuse University; **Matt Carlson**, Saint Louis University; **Patricia Mark**, University of South Alabama; **Marcie Hinton**, Middle Tennessee State University; **Janice Collins**, Eastern Illinois University; **Denise Dowling**, University of Montana; **Natalie Tindall**, Georgia State University; **Jay Newell**, Iowa State University

PUBLICATIONS COMMITTEE

Marie Hardin (Chair), Pennsylvania State University; **David Craig**, University of Oklahoma; **W. Joseph Campbell**, American University; **R. Michael Hoefges**, University of North Carolina-Chapel Hill; **Johanna Cleary**, University of Florida; **Julie Anderson**, The University of Iowa; **Regina Lawrence**, University of Texas-Austin; **Radhika Pameswaran**, School of Journalism; Carol Liebler, Syracuse University

EQUITY & DIVERSITY AWARD ADVISORY COMMITTEE

Dwight Brooks (Chair), Middle Tennessee State University; **Jane Singer**, University of Iowa; **Deb Aikat**, University of North Carolina at Chapel Hill; **Serajul Bhuiyan**, Auburn University-Montgomery; **Katie Place**, Saint Louis University; **Donnalyn Pompper**, Temple University

EMERGING SCHOLARS PROGRAM STEERING COMMITTEE

Dietram Scheufele (Chair), University of Wisconsin-Madison; **Fiona Chew**, Syracuse University; **Dan Stout**, University of Nevada-Las Vegas; **Barbara Friedman**, University of North Carolina-Chapel Hill; **Stephanie Craft**, University of Missouri

CENTENNIAL CELEBRATION COMMITTEE

Suzette Heiman (Chair), University of Missouri; **Ted Glasser**, Stanford University; **Barbara Hines**, Howard University; **Janice Hume**, University of Georgia; **Loren E. Mulraine**, Middle Tennessee State University; **Dana Rosengard**, Suffolk University

CENTENNIAL FUND-RAISING COMMITTEE

Hubert Brown (Chair), Syracuse University; **Carol J. Pardun**, University of South Carolina; **Jennifer Vardeman-Winter**, University of Houston; **Richard R. Cole**, University of North Carolina; **Kathleen S. Kelly**, University of Florida; **Debashis 'Deb' Aikat**, University of North Carolina at Chapel Hill; **Jan Slater**, University of Illinois

LATINO & LATIN AMERICAN COMMITTEE

Federico A. Subervi (Chair), Texas State University; **Homero Gil de Zúñiga**, University of Texas-Austin; **Ilia Rodriguez**, University of New Mexico; **Diana I. Rios**, University of Connecticut; **Silvio Waisbord**, The George Washington University; **Félix Gutiérrez**, University of Southern California; **Rafael Lorente**, University of Maryland; **Rosental Calmon Alves**, University of Texas at Austin

RECRUITING FOR ACADEMIC DIVERSITY TASK FORCE

Lana Rankow (Co-Chair), University of North Dakota; **Jane Rhodes (Co-Chair)**, Macalester College; **Earnest L. Perry**, University of Missouri-Columbia; **James Phillip Jeter**, Winston-Salem State University; **Linda Florence Callahan**, North Carolina A&T State University; **Kevin Blackistone**, University of Maryland; **Hement Shah**, University of Wisconsin-Madison; **Indira Somani**, Washington and Lee University

TEACHING TIPS CORNER



By Amy P. Falkner
AEJMC Standing Committee on Teaching
Syracuse University
apfalkne@syr.edu

Fun in the Classroom? Seriously, Here's How

Part of my job as an associate dean is to mentor junior faculty about teaching. As a professional school, many of our hires come from industry and the transition from running a meeting to running a classroom can be trying.

So each August, I join a colleague to discuss teaching tips with our Future Professoriate Program. My talk focuses on identifying classroom management pitfalls and setting strict parameters. Be tough at the beginning. Set high expectations. Tell them your pet peeves (texting! stapling! tardiness!) and don't let them off the hook if they break your rules.

And, as I was wrapping up the talk this time, I realized I sounded like a big pain in the butt.

Graciously, my colleague reassured the group that I was indeed, an excellent teacher, having won a few teaching awards in my time. And even though I sound really tough, the students love me.

Why would they, I thought, based on the picture I had just painted? And then I realized I left out half the story. I used the time I had to discuss rules, but I didn't tell my new professors about the creative assignments, fun stories and occasional odd-ball things I do in class to nurture learning.

These memorable moments are intended to help them learn. While I believe strong structure is very important, so are laughter, inspiration and understanding. Think of my approach as salty-sweet.

To wit, I offer some examples:

I teach a class in media buying and sales. For a group sales presentation project, students have to invite me very creatively to the presentation or I tell them I will not show up and they will get a 0. This is real life...if I am a super-busy client, I won't make time for a sales rep unless they pique my interest.

I tell my students not to spend a lot of money or scare me, but

otherwise any idea is fair game. They just need to invite me in a way that shows off the medium they are selling, and be inventive. They have planted billboards in my front lawn at 2 a.m. (accompanied by my barking collie when they set off the sensor lights); shown up 10 minutes before my then-favorite *Desperate Housewives* show with a dinner tray, promotional ABC placemats, wine and cheese; met me immediately outside a faculty meeting for a taste test, an event enjoyed by several trailing faculty members; and plastered the revered I.M. Pei-built Newhouse I with floor graphics up three flights of stairs and through my hallway.

Humor helps memory, but it must be used with care, and not as a put-down. Sarcasm can work, but it's a fine line to walk. Self-deprecating humor strengthens the connection with your class. While describing how the size of the Super Bowl-viewing audience is measured, I relate how I am a Buffalo Bills fan and suffered terribly through their string of four consecutive Super Bowl losses, finally resorting to watching the game by myself. Now no self-respecting advertising person watches the Super Bowl alone (that's just lame!); it's supposed to be a party. The anecdote gets my students to question the process and accuracy of Nielsen estimates.

I try to design in-class examples that drive home key messages. To explain how the appeal of radio station formats change with age, I have students write down the following: what song was No. 1 when a) they graduated high school b) they were a freshman in high school and c) when they were 10. Billboard has the answers, which I download from iTunes and play in class. Usually their 10-year-old song is already on Adult Contemporary radio. Last semester it was Janet Jackson. I do my best impersonation of her dance moves (sans wardrobe malfunction), which apparently is quite comical, judging by the tweets I've seen from students.

One day soon, I tell them, one of their favorite high school songs will be on an AC station and it will freak them out. It will be one short step to the groovin' oldies station, and then when they hit 45, they will listen to only news and their life will be over. They groan and instantly relate it to their family members, but are only mildly depressed as they are still busy laughing at my dancing. I also play the three songs for my age and, happily for me, they can still recognize the No. 1 hit when I was 10: *Midnight Train to Georgia*. Woo-hoo! Of course, this only cements in their mind that oldies stations are for old people.

Now not every teacher should perform silly dance moves in front of their class, because the first rule of good instruction is that each teacher must work in a way that is true to that teacher's own personality and core self. But every teacher should be on the lookout for ways to bring energy to the classroom and make memorable moments that foster learning.

Call for Nominations

The Nafziger-White-Salwen Dissertation Award

Electronic Submissions Due January 15, 2012

AEJMC's Standing Committee on Research seeks nominations for the best Ph.D. dissertation in the field of mass communication research. The award provides recognition for research excellence and includes a monetary prize.

Dissertations are eligible if successfully defended between Sept. 1, 2010 and August 31, 2011. The Research Committee reserves the right to not grant the award in any given year.

How to Nominate:

1. Nominations must be made by the dissertation adviser/director or by a senior administrator (dean, director, or chair) of the doctoral-degree granting unit. *Students may NOT nominate their own dissertation.*
2. The nomination package includes four (4) items: (1) the nominator's cover letter, (2) an 8-10 page abstract summarizing the dissertation, (3) a PDF of the dissertation, and (4) the nominee's CV.
3. The nomination letters, abstracts, dissertations and CVs **must be submitted electronically as e-mail attachments on or before 11:59 p.m. (EST), January 15, 2012.** All four (4) items must be delivered electronically by the deadline to qualify for consideration.
 - a. Acknowledgements and other information that might identify the author, the adviser, or the university must be removed from the dissertation PDF and the abstract. This includes references to the university where the dissertation was written that may appear in the text. Submissions containing identifying information in these files may be disqualified.
 - b. The full dissertation must be submitted in ONE, single PDF file.
 - c. A separate file comprising an extended (blind) 8-10 page abstract summarizing the dissertation must be submit-

ted in ONE file (PDF or DOC). The abstract should be organized as follows with subheadings:

- 1) Introduction and problem statement
 - 2) Theoretical framework and key elements of previous research
 - 3) Method
 - 4) Findings
 - 5) Conclusion and discussion
 - 6) Statement of importance to the field
- d. The nomination letter must include the nominee's name, dissertation title, and university affiliation.
 - e. "NWS Dissertation Award [insert nominee's last name]" must be used as the subject header for any and all correspondence in relation to the award.
 - f. Submissions will be acknowledged by email within 24 hours.
 - g. The nomination letter should be submitted electronically by the nominator. All other materials should be submitted by the nominee.
 - h. Non-electronic methods of submission (facsimile, standard mail, courier) are not available or acceptable.

Send nominations and direct questions to: David D. Perlmutter, The University of Iowa, david-perlmutter@uiowa.edu.

*About the Award: The Nafziger-White-Salwen Dissertation Award is named for Ralph O. Nafziger and David Manning White, authors of *Introduction to Mass Communication Research*, the royalties of which endowed the original award. Michael Salwen's name was added to the award starting in 2008. Salwen, who died in July 2007, was a co-author (with Don Stacks) of "An Integrated Approach to Communication Theory and Research," the royalties of which were donated to the award endowment in 2005.*

Call for Covert Award Nominations

The History Division of the Assn. for Education in Journalism and Mass Communication (AEJMC) announces the 28th annual competition for the Covert Award in Mass Communication History. The \$500 award will be presented to the author of the best mass communication history article or essay published in 2011. Book chapters in edited collections also may be nominated.

The award was endowed by the late Catherine L. Covert, professor of public communications at Syracuse University and former head of the History Division.

Nominations, including seven copies of the article nominated, should be sent **by March 1, 2012**, to Nancy L. Roberts, Communication Department, University at Albany, 1400 Washington Ave., SS-351, Albany, NY 12222. For additional information, e-mail Roberts at nroberts@albany.edu.

Call for Nominations

The Lionel C. Barrow Jr. Award

for Distinguished Achievement in Diversity Research and Education

Nominations are now being sought for The Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education. This award, jointly supported by the Minorities and Communication (MAC) Division and the Commission on the Status of Minorities (CSM) recognizes outstanding individual accomplishment and leadership in diversity efforts for underrepresented groups by race and ethnicity, in Journalism and Mass Communication.

The late Dr. Lionel (Lee) C. Barrow, Jr., was a long-time AEJMC member who provided key leadership and guidance to the association during his many years of service. As a member of AEJMC, Lee pioneered and founded in 1968 the Ad Hoc Committee on Minority Education, in an effort to recruit, train and place minorities in communications. In 1970, he founded and became the acting head of the Minorities and Communication Division. The Communication Theory and Methodology Division renamed its diversity scholarship after Lee in 1997, the same year he received the AEJMC Presidential Award for his contributions. In 2005, he was recognized with one of AEJMC's highest honors, the Distinguished Service Award, for his outstanding service in promoting diversity within the association and the discipline.

Nominees should be a JMC educator with a long record of diversity-related work, but do not have to be AEJMC members at the time of their application, and self-nominations are welcome. A monetary award accompanies this prize, and the winner will receive a complimentary, one-year basic membership to AEJMC. The Lionel C. Barrow Jr. Award will be presented during the AEJMC Business Meeting by the chairs of the two sponsoring groups.

CRITERIA

Nominees will be judged by their outstanding contributions in **ONE** of the three following areas:

- (1) a sustained record over time of publication on racial and ethnic minorities in journalism and mass communication; and/or

- (2) a sustained record over time of contribution to teaching and service of racial and ethnic minorities in journalism and mass communication; and/or
- (3) the publication of an impactful book on racial and ethnic minorities in journalism and mass communication.

HOW TO APPLY

Nomination packets should contain:

- A letter from an AEJMC member on letterhead naming the specific area of the contribution (see above) and then describing in detail the candidate's contributions to diversity in that area, and one additional letter of support from a colleague (on or off campus) who is also an AEJMC member. *All nominees, including those who are self-nominated, will provide a total of two (2) letters.*
- The nominee's personal statement (350 words).
- A 3-page CV outlining information pertinent to the nomination.
- Additional materials might include (but are not limited to) **abstracts** of research findings, professional papers and published articles (no more than five total), text of a speech delivered or prepared for delivery, course outlines, innovative teaching tools, teaching evaluations and citations or other recognition pertaining to the nominee.
- The entire nomination packet should be no longer than 13 pages (including the additional materials). Applications that exceed this length will be disqualified.

DEADLINES

Entries should be received by February 1, 2012, in hard copy and mailed to: AEJMC, 234 Outlet Pointe Boulevard, Suite A, Columbia, SC 29210-5667. The recipient will be announced by mid-April and will be recognized in the 2012 AEJMC Conference Program.

Call for Entries: AEJMC Best Journalism History Book

The History Division of the Association for Education in Journalism and Mass Communication is soliciting entries for its award for the best journalism and mass communication history book of 2011. The award is given annually, and the winning author will receive a plaque and a cash prize at the August 2012 AEJMC conference in Chicago. The competition is open to any author of a relevant history book regardless of whether he or she belongs to AEJMC or the History Division.

Authorship is defined as the person or persons who wrote the book, not just edited it. Only those books with a 2011 copyright date will be accepted. Compilations, anthologies, articles, and monographs will be excluded because they qualify for the Covert Award, another AEJMC History Division competition. **Entries must be postmarked no later than February 3, 2012.** Submit four copies of each book — along with the author's mailing address, telephone number, and email address — to:

John P. Ferré, AEJMC History Book Award Chair, Department of Communication, University of Louisville, Louisville, KY 40292. Contact Dr. Ferré at (502) 852-2237 or ferre@louisville.edu with any questions.

Best Practices in Teaching Writing

A teaching competition sponsored by the AEJMC Elected Committee on Teaching

Deadline: Entries should be received by 5 p.m. Eastern Time, Friday, March 2, 2012

For the seventh year, the AEJMC Elected Committee on Teaching is looking to honor innovative teaching ideas from our colleagues. Each year, the committee selects three winners in a themed competition highlighting different areas across the journalism and mass communication curriculum.

The 2012 Best Practices competition will focus on teaching writing across media. This area is broad, and ideas from all disciplines represented among our membership are welcomed. Teaching areas appropriate for this competition include, but are not limited to beginning media writing, writing for public relations, sports writing, business and professional writing, copywriting, writing for broadcast and electronic media, writing online, depth writing, magazine writing, and writing for academic publication.

The AEJMC Teaching Committee will select winning entries for publication in our seventh annual AEJMC Best Practices in Teaching competition that will be published in an e-booklet. Winners are required to share their entries during a teaching session at the AEJMC annual conference in Chicago, Aug. 9-12, 2012. Winners also will receive certificates and a cash prize: First: \$300, Second: \$200, Third: \$100. Honorable mentions may also be awarded, but no cash will be provided for those entries.

Submission Guidelines

1. Your entry should be in one single Word file (.doc or .docx) or Text (.txt) file. PDFs will not be accepted as we must combine entries into one document to send to our judges.
2. The first page of your entry should be a cover sheet with name, affiliation, contact information, entry title and a 125-word bio (written in third person). We will delete this cover sheet when we combine entries to facilitate blind judging. Do not include author name or any other identifying information in the description section of your entry.
3. The description section of your entry should be a TWO-PAGE executive summary and should include:
 - a. Title
 - b. 100-word abstract
 - c. Explanation of the teaching practice or activity
 - d. Rationale
 - e. OutcomesUnder no circumstances should the description exceed two pages in 12-point type with one-inch page margins.
4. You may include up to two additional pages in the Word or Text document with examples of student work or other supporting materials. However, the entire entry should not exceed five pages and must be in a single Word file with no identifying marks other than on the title page.
5. Submit your entry as an attachment by email to Bonnie Brownlee at brownlee@indiana.edu (Subject line should be "2012 AEJMC Teaching Writing (YOUR NAME)"). Copy the e-mail entry to yourself as proof of submission.
6. Confirmation of entry receipt will be sent via e-mail within 48 hours of your submission. If you do not receive this, please call Bonnie Brownlee at 812.855.0550.

Criteria for Judging

The criteria to evaluate entries are outlined below:

1. Relevance of entry to teaching Writing Across Media (10 points).
2. Effective creativity or innovation (30 points).
3. Real-world applications of Writing theories, concepts and principles (15 points).
4. Interactivity and evidence of active and collaborative learning techniques (25 points).
5. Compliance with format in Call for papers (10 points): (i). Explanation of teaching/methodology, (ii). Rationale, and (iii). Outcomes
6. Overall impression or assessment (10 points)

Judging

The AEJMC Teaching Committee's panel of judges will decide the winners. All entries will be blind judged. Judges will not have access to any identifying information about entrants. The judges reserve the right not to award prizes. Competition results will be announced by April 15, 2012.

General Call for Paper Abstracts and Panel Proposals

AEJMC Midwinter Conference 2012

March 2-3, 2012 | University of Oklahoma

The AEJMC Midwinter Conference is an annual forum for the presentation of research and debate in areas relevant to the 12 AEJMC groups (divisions, interest groups and commissions) sponsoring the event. The conference provides a platform for presentations and extended discussions in a relaxed setting.

The upcoming conference is scheduled for March 2-3, 2012 at the Gaylord College of Journalism and Mass Communication (University of Oklahoma) in Norman, Oklahoma. For the fourth year in a row, conference participants will be able to enjoy the College's state-of-the-art teaching and research facilities, as well as many winter diversions outside the conference activities, including world-class museums and art galleries.

Paper abstract submissions: Authors are invited to submit research paper abstracts of between **600 and 800 words** (word count excludes author information and references). Abstracts should give a clear sense of relevant literature, research objectives, methodological approach, stage of research project (conceptual, data gathering, data interpreting), findings and conclusions.

Submissions should be made by e-mail to the midwinter chair (from the list below) of the group authors wish to submit to. Note that authors can submit any specific paper abstract to only **one** participating group – submitting the same paper abstract to several groups will result in disqualification and withdrawal from the review process. **Do not submit full papers.**

Authors of accepted papers will be notified by mid-January 2012. Papers presented at the midwinter conference are also eligible for presentation at the AEJMC national convention in August. Authors are encouraged to use the midwinter conference as an opportunity to get feedback on their research to improve and finalize it for submission to the national conference.

Authors of accepted abstracts must submit complete papers (not exceeding 30 pages) to the discussant of their conference session at least two weeks before the midwinter conference.

At least one author of each accepted paper must register and attend the conference to present the paper. Failure to register by the deadline will result in authors' names and papers being removed from the program. **NO onsite registration will be available.**

Panel submissions: In addition, the organizers are also inviting panel proposals. These proposals should be sent to the midwinter chair of the particular division or group they wish to present the panel to. Panel submissions should include the panel title, a description of the session's focus, the issues to be discussed, and a list of panelists (potential and confirmed), including affiliation. Panel proposals should not exceed two double-spaced pages.

Submission format: All submissions (for paper abstracts

and panels) should include the name(s) of the author(s) or panel organizer(s) **on the title page only**. The title page should also include the author or lead author's (or organizer's) mailing address, telephone number and e-mail address. The title should be on the first page of the text and on running heads on each page of text. Authors should e-mail their abstracts or proposals as attachments (saved with the author's last name as file name) in a standard word-processing format (preferably Word or RTF) to the relevant midwinter chair. Authors must ensure that they remove any identifying information from their document (with the exception of the title page).

Deadline: All submissions should reach the appropriate group's midwinter chair by noon, December 2, 2011.

The University of Oklahoma is located in Norman, 20 miles south of Oklahoma City, with easy access to the Will Rogers World Airport. Details on conference registration, hotel accommodation and airport transportation will be available at <http://www.ou.edu/gaylord>.

AEJMC 2012 Midwinter Chairs by Division/Interest Group/Commission

CIVIC & CITIZEN JOURNALISM INTEREST GROUP

Burton St. John, Old Dominion (BSaintJo@odu.edu)

COMMUNICATION TECHNOLOGY DIVISION

Amanda Sturgill, Elon (asturgill@elon.edu)

COMMISSION ON THE STATUS OF WOMEN

Camille Kraeplin, Southern Methodist (kraeplin@mail.smu.edu)

CULTURAL AND CRITICAL STUDIES DIVISION

Rebecca Kern, Manhattan College (rebecca.kern@manhattan.edu)

ENTERTAINMENT STUDIES INTEREST GROUP

Mark Callister, Brigham Young (mark_callister@byu.edu)

INTERNATIONAL COMMUNICATION DIVISION

Celeste Conzalez de Bustamante, Arizona (celesteg@email.arizona.edu)

MAGAZINE DIVISION

Ellen Gerl, Ohio (gerl@ohio.edu)

MASS COMMUNICATION & SOCIETY DIVISION

Lisa Paulin, North Carolina Central (lpaulin@nccu.edu)

MEDIA MANAGEMENT AND ECONOMICS DIVISION

Sue Alessandri, Suffolk (salessandri@suffolk.edu)

MINORITIES AND COMMUNICATION DIVISION

George Daniels, Alabama (gdaniels@ua.edu)

RELIGION AND MEDIA INTEREST GROUP

Michael Smith, Campbell (smithm@campbell.edu)

VISUAL COMMUNICATION DIVISION

Byung Lee, Elon (byunglee@elon.edu)

For more information, please contact Elanie Steyn, Conference Site Host (elanie@ou.edu).

NEWS NOTES

News Notes

News Notes are printed in the November issue of *AEJMC News*. Faculty and program news, announcement of promotions and tenure are welcome. Entries should be 60 words for Appointments and Personals and 100 words for Schools and Affiliates. **Deadline for entries is October 1.** Send via e-mail to aejmcnews@aol.com and type "News Notes" in the subject line.

Personals

Edd Applegate, professor, School of Journalism, Middle Tennessee State University, has written *Journalism in the United States: Concepts and Issues*, which was recently published by The Scarecrow Press, Inc. The book, which is suitable for senior-level undergraduate and graduate courses in journalism, concerns such topics as normative theories of the press, freedom of the press, the Statement of Principles (Canons of Journalism), news factors, news balance, objectivity, purposes of the media, media and minorities, and the history of journalism education, among others.

Beverly G. Merrick, is restoring the downtown of a village, a rural community in Nebraska, under the auspices of the Miller Depot. It is to be a cultural, artistic/re-treat/meeting place for those who want to encourage international communication and understanding. It will include several shops and an eating place for those who want to market their artistic products and to publish online the culture of The Great Plains and other communities of artists to the world marketplace. Lessons learned in the professorial and professional journalism field will be the focus of the operation.

Marian Meyers, Georgia State University, was presented with the Gender Scholar of the Year Award for 2011 by the Gender Studies Division of the Southern States Communication Association at its annual meeting in May in Little Rock, Arkansas.

Schools

Nanyang Technological University-Singapore — The Wee Kim Wee School of Communication and Information, Charles T. Salmon is now Professor; Drew McDaniels is Visiting Profes-

sor (July – December 2011) in Broadcast & Cinema Studies; Ji-hoon Kim is Assistant Professor in Broadcast & Cinema Studies; Asa Jernudd is Visiting Fellow in Broadcast & Cinema Studies.

University of Alabama — The Board of Advisors for The University of Alabama's Plank Center for Leadership in Public Relations has elected a vice-chair, re-elected five members, and added three new advisors, bringing the group to 21. Advisors re-elected to three-year terms are: Keith Burton, Culpeper Clark, William Heyman, T.R. Reid, and Kevin Saghy. The newly elected advisors are: Jim Bakken, Carrie Kurlander, and Sue Neumann. E. Ronald Culp, founder and principal of Culp & Co., and former senior VP and director of Ketchum's North America Corporate Practice, was elected vice-chair to replace John "Jack" Kotten, retired senior VP of corporate communications for Ameritech, who assumed the chair's position with the death last year of former chair Betsy Plank, for whom the Center is named.

University of Arizona — The School of Journalism now offers the master's in journalism, an international studies track, as well as five dual degrees with other units. The master's degree-professional option offers courses in advanced reporting, multimedia skills, reporting public affairs, and on-the-street reporting for print, television and on-

line media serving real communities. The master's degree-international journalism studies option focuses on the theory and role of news media operating in a global information environment. Dual master's degrees allow students to become proficient in journalism while specializing in a specific region of the world, in government and public policy, information resources, or in the environmental sciences. The dual-degree programs resulting in two separate master's degrees, offer two options: Professional and International Journalism Studies. <journalism.arizona.edu/graduate>

University of Rhode Island — has appointed a national authority on media literacy education to head its new Harrington School of Communication and Media. Renee Hobbs, a professor of communications in Temple University's Department of Broadcasting, Telecommunication and Mass Media, and School of Communications and Theater, will begin her new duties at URI Jan. 1, 2012. She has been visiting the Kingston campus regularly to meet with members of the Harrington School advisory board. Hobbs is the first director of the Harrington School at URI, which brings together departments and programs in journalism, film/media, communication studies, public relations, writing and rhetoric and a graduate program in library and information science.

AEJMC \$100 for 100 Years Campaign

AEJMC will soon launch its centennial year celebration. We are asking every AEJMC member to consider giving \$100 (or more!) to support three key areas: the James Tankard Book Awards, the AEJMC Diversity Projects, and Innovative Ideas for the Future, using the form below. All contributors will be listed in the 2012 and 2013 Conference program.

Name: _____
Address: _____
City, State, Zip: _____
Affiliation: _____
 \$100 \$250 \$500 \$400 \$700 \$1000 Other Amount \$ _____
 Check Enclosed. *Make all checks payable to AEJMC. All payments due in U.S. dollars.*
Credit Card: MasterCard VISA AMEX Discover
Amount: _____ Name on Card: _____
Account Number: _____
Exp. Date: _____ Security Code: _____ Signature: _____
As a 501(c)(3) organization, all contributions to AEJMC are tax deductible to the extent allowed in section 170 of the IRS code. AEJMC will provide written acknowledgement for all contributions.

Building a Bridge Between the Knight News Challenge and JMC Programs: 2011-12 Grant Recipients

Through a grant from the John S. and James L. Knight Foundation, AEJMC has funded ten proposals to develop innovative and creative academic applications of projects already funded through the Knight News Challenge. The goal is to implement these projects in ways that enhance the education of future journalists for the new media landscape. Individual grants are up to \$8,000 each.

Recipients of 2011-12 Bridge Grants (alpha)

1. **Ingrid Bachmann** and **Sebastian Valenzuela**, Universidad Catolica de Chile; (Ushahidi) "Adopting Ushahidi for Crowdsourcing and Data Visualization: New Paths for Event-mapping in Chile"
2. **Peter (Piotr) Bobkowski**, University of Kansas; (Printcasting/FeedBrewer) "Kansas.com High School News Feed"
3. **Serena Carpenter** and **Nancie Dodge**, Arizona State University; (CityCircles) "CityCircles Light Rail Job Classifieds"
4. **Julie Jones** and **John Schmeltzer**, University of Oklahoma; (Ushahidi) "Reporting from the Storm"
5. **Jacqueline Marino**, Kent State University; "OpenBlock Campus"
6. **Ray Murray**, Oklahoma State University; (DocumentCloud) "In-depth Reporting of Methamphetamine Production and Abuse in Oklahoma"
7. **Cindy Royal** and **Jacie Yang**, Texas State University San Marcos; (VIDI) "Telling Stories with Data: Life at a Hispanic Serving University"
8. **Hyunjin Seo**, University of Kansas. (OpenBlock) "LarryvilleKU: Web and Mobile Application of OpenBlock to The Kansan"
9. **Adam Wagler**, University of Nebraska-Lincoln; (BookBrewer,Politiwidgets, DocumentCloud) "Photojournalism and Social Engagement Tablet App"
10. **Amy Schmitz Weiss**, San Diego State University; (Ushahidi) "@SDSU — Where's the News?"

American Journalism Historians Association Margaret Blanchard Doctoral Dissertation Prize

Deadline for entries (postmark date): February 1, 2012.

The American Journalism Historians Association (AJHA) Margaret A. Blanchard Doctoral Dissertation Prize, given for the first time in 1997, is awarded annually for the best doctoral dissertation dealing with mass communication history. An honorarium of \$500 accompanies the prize, and a \$200 honorarium is awarded to each honorable mention.

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between January 1, 2011, and December 31, 2011. For the purposes of this award, a "completed" work is defined as one which has not only been submitted and defended but also revised and filed in final form at the applicable doctoral-degree-granting university by December 31, 2011.

To be considered, nomination packets must include:

- (a) One copy of the complete dissertation;
- (b) Four copies each of the following items, with all author, school, and dissertation committee identification of any kind whited-out:
 - (i.) a single chapter from the dissertation [preferably not to exceed 50 manuscript pages, not including notes, charts or photographs],
 - (ii.) a 200-word dissertation abstract,
 - (iii.) the dissertation table of contents;
- (c) a letter of nomination from the dissertation chair/director or the chair of the university department in which the dissertation was written;
- (d) a cover letter from the nominee indicating a willingness, should the dissertation be selected for a prize, both to attend the awarding ceremony and to deliver a public presentation based on the dissertation at the 2012 American Journalism Historians Association Annual Convention.

Note: Regarding Paragraph (b.)(i.) above, as a guide to selecting a chapter for submission, the Award Committee has in the past expressed a preference for a chapter which, if possible, highlights the work's strengths as a piece of primary-sourced original research.

Nominations, along with all the supporting materials, should be sent to: Prof. David Abrahamson, Chair, AJHA Margaret A. Blanchard Doctoral Dissertation Prize Committee, Medill School of Journalism, Northwestern University, 1845 Sheridan Road, Evanston, IL 60208.

PLACEMENT ADS

Ad Rates

AEJMC Placement Service ad rates are \$200 for the first 200 words and 25 cents for each additional word. Ads should be sent to Kysh Brown, Newsletter Editor, via e-mail to aejmcnews@aol.com. Type "Newsletter Ad" in the subject line. Include the name of the contact person, a fax number and a phone number. Schools are billed after publication and sent one tearsheet of their ad and a copy of the newsletter. **Rates effective October 2011.**

Copy Deadlines

January.....	Dec. 1
March.....	Feb. 1
July.....	June 1
September 15.....	Aug. 1
November.....	Oct. 1

ASSISTANT PROFESSOR OF INTEGRATIVE PUBLIC RELATIONS

• The College of Communication and Fine Arts at **Central Michigan University** seeks an applicant for a tenure-track position to teach in the Integrative Public Relations program. The position will begin in August 2012. CMU's Integrative Public Relations major is a joint program involving three units of the college: the School of Broadcast and Cinematic Arts, the Department of Communication and Dramatic Arts and the Department of Journalism. **REQUIRED:** Ph.D. (ABD considered; Ph.D. must be completed within the first two years of appointment) in public relations, or journalism/communication/mass communication/electronic media with an emphasis in public relations and a knowledge of new/digital media technology for consideration in the academic track within one of the college's units, OR, for consideration in the professional track, a distinguished professional record in public relations. A master's degree in an appropriate discipline, an APR credential, and university teaching experience in public relations or an area related to public relations (communication, mass communications, electronic media, or marketing) are required. **PREFERRED:** Demonstrated ability to teach public relations courses,

including principles of public relations, public relations writing, research, strategy, campaigns, management and crisis communications; ability to teach concepts and skills of social media and public relations; ability to teach public relations as an integrative discipline and to bring global and diverse perspectives to the unit in which this position is housed. Potential for excellent teaching and high-quality research or juried creative work in the discipline, ability to teach other communication, mass communications or electronic media courses, and ability to contribute to curriculum development also are preferred. **RESPONSIBILITIES:** Teach 3 undergraduate courses (Includes a 1 credit hour Introduction to Public Relations course plus two courses) each semester; may work with students in PRSSA, serve as coordinator of the interdisciplinary Integrative Public Relations program; contribute to curriculum development; maintain an active record of research/creative activity; serve on departmental, college and university committees; advise students; assist in outcome assessment; and participate in state, regional, national, and international professional and academic organizations. **REQUIRED APPLICATION MATERIALS:** Letter of application that specifically addresses position qualifications and duties; vita; copies of unofficial transcripts; evidence of teaching effectiveness such as student evaluation forms; statement of research, and three letters of recommendation. Please send all materials to Chair, Integrative Public Relations Search Committee, College of Communication and Fine Arts, Central Michigan University, 129 Moore Hall, Mount Pleasant, MI 48859. **Review of applications will begin November 1, 2011 and will continue until the position is filled.** Serving 28,000 students, Central Michigan University is a doctoral research university recognized for strong undergraduate education and a range of focused graduate programs and research. Learn more about the College of Communication and Fine Arts at <http://www.ccfa.cmich.edu>. CMU, an

AA/EO institution, strongly and actively strives to increase diversity within its community (see www.cmich.edu/aaeo/).

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Assistant Professor, Strategic Communication and/or Advertising | **The Ohio State University**, School of Communication | Columbus, Ohio, 43210, United States | The School of Communication at The Ohio State University invites applicants for an **assistant professor** position in the area of strategic communication and/or advertising. In addition to a focus on strategic communication, candidates may have an interest in a particular context area that intersects with our School's current strengths including, but not limited to: health/risk, politics, entertainment, intergroup communication, or communication technology. The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching. Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching. **Deadline for full consideration for this position is November 18, 2011.** Interested candidates should send a cover letter, curriculum vita, at least one published research sample, evidence of successful collegiate teaching, and three

letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at jobs.comm@osu.edu. Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>. To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer. The OSU campus is strategically located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. It is a friendly city with a high quality of life. The area offers a wide range of affordable housing, many cultural and recreational opportunities, and a strong economy based on government as well as service, transportation and technology-based industries. Columbus has consistently been rated as one of the Top U.S. cities for quality of life. Additional information about the Columbus area is available at <http://www.columbus.org>.

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Open Rank, Mass Communication | **The Ohio State University**, School of Communication | Columbus, Ohio, 43210, United States | The School of Communication at The Ohio State University invites applicants for an **open rank position** in the area of mass communication. In addition to a focus on mass communication technologies, candidates may have a particular interest in a context area or population. The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the

interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching. Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching. Applicants for tenured positions must have both a strong publication record reflecting theoretically-driven interests and a national reputation for high-quality research. A record of external funding is also highly desirable for applicants for tenured positions. **Deadline for full consideration for this position is November 18, 2011.** Interested candidates should send a cover letter, curriculum vita, evidence of successful collegiate teaching, and the names of three references. Untenured applicants should also send at least one published article and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at jobs.comm@osu.edu. Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>. To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer. The OSU campus is strategically located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. It is a friendly city with a high quality of life. The area offers a wide range of affordable housing, many cultural and recreational opportunities, and a strong economy based on government as well as service, transportation and technology-based in-

dustries. Columbus has consistently been rated as one of the Top U.S. cities for quality of life. Additional information about the Columbus area is available at <http://www.columbus.org>.

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Savannah State University — Assistant Professor Multimedia Journalism •

The Department of Mass Communications seeks an individual who can teach journalistic writing, reporting, editing and design. The position will contribute to all areas of our curriculum including online/digital media, visual communications and video streaming. Key responsibilities include: teach four courses per semester; provide departmental, college and university service through committee appointments and other tasks as assigned; participate in ongoing professional development through research productivity in the field; provide academic advising as assigned; engage in student mentorship and retention efforts. Must maintain at least 10 office hours per week, fulfill assigned and voluntary service obligations and maintain currency and professional engagement in field(s) of specialty. Salary competitive and commensurate with qualifications and experience. Ph.D. is required in mass communications or related field. Background and/or credit check may be required.

Review of applications will begin upon receipt and continue until filled. Complete application online; submit cover letter, current curriculum vitae, transcripts, and three letters of reference online or mail to: Asst. Professor Multimedia Journalism Search; Department of Mass Communications, Savannah State University, Box 20634, Savannah, GA 31404.

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Savannah State University — Assistant Professor Strategic Communications •

The Department of Mass Communications seeks an individual who can teach Advertising principles, strategic planning and management to strengthen the creative dimensions of the curriculum, in addition to maintaining an agenda of scholarly activity and service. Responsibilities include: teach four courses per semester relating to the following pro-

Continued on page 18

gram areas: advertising principles; strategic planning and research, and campaign areas. Provide departmental, college and university service through committee appointments and other tasks as assigned; participate in ongoing professional development through research productivity in the field; provide academic advising as assigned; engage in student mentorship and retention efforts. Must maintain at least 10 office hours per week, fulfill assigned and voluntary service obligations and maintain currency and professional engagement in field(s) of specialty. Salary competitive and commensurate with qualifications and experience. Ph.D. is required in mass communications or related field. Background and/or credit check may be required. **Review of applications will begin upon receipt and continue until filled.** Complete application online; submit cover letter, current curriculum vitae, transcripts, and three letters of reference on line or mail to: Assistant Professor Strategic Communications Search; Department of Mass Communications, Savannah State University; Box 20634, Savannah, GA 31404.

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Advertising Department Temple University Faculty Openings • Two faculty openings beginning fall, 2012, in **Temple University's** Department of Advertising within The School of Communications and Theater in Philadelphia. One opening is for a tenure-track **Assistant Professor** with considerable advertising industry management experience and who can teach within one or more of the four departmental tracks of study (art direction, copywriting, account management/media planning, research), with priority given to account management and/or media planning. Candidate should hold a Ph.D. or other appropriate terminal degree by time of employment and show promise as a productive scholar. The second opening is for a full-time, non-tenure track Assistant Professor to teach within one or more of the four tracks. The department (www.temple.edu/advertising) is autonomous with over 500 majors within the school (www.temple.edu/sct), which has over 4,000 majors. Advertising ma-

jors choose to concentrate their studies in one of the four tracks and must complete 48 credits of advertising studies, making the program one of the most rigorous as well as one of largest in the northeast U.S. With over 34,000 students on regional and international campuses and located in Philadelphia, the 5th. largest media market in the nation, Temple is considered a major research institution. Positions begin the fall, 2012. **Deadline for application is December 15, 2011 or until positions are filled.** To apply, submit a hard-copy cover letter, also citing where you learned of the openings, a resume or vitae, and contact information for three references to: Professor James L. Marra, Department of Advertising, Room 300 Annenberg Hall, Temple University Main Campus, Philadelphia, PA 19122. Temple University is an equal opportunity, Affirmative Action employer committed to achieving a diverse community.

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Tenure-Track Advertising Position • **University of Alabama** — The Department of Advertising and Public Relations is seeking an outstanding individual to fill an advertising tenure-track position in our nationally recognized program. The position begins August 16, 2012. The ability to teach media planning is necessary. Also, the ability to teach advertising management and basic research methods in a global and diverse environment is a plus, as is expertise in the strategic use of social media in the advertising and public relations professions. Candidates must be willing to teach undergraduate and graduate level courses in advertising/public relations and mass communication (Note: The department's MA program combines advertising and public relations). Earned doctorate required by date of appointment. Applicants must demonstrate high potential to establish a scholarly research program. Previous successful teaching and/or professional experience desired. To apply upload application, resume and cover letter at <https://facultyjobs.ua.edu>. Mail three letters of recommendation to the A&PR Search Committee Attn: Dr. William Gonzenbach, University of Alabama, Box 870172, Tuscaloosa, AL 35487-0172. **Ap-**

plications accepted until position is filled, but review process begins Nov. 1, 2011. Applications from women and minorities are especially encouraged. The University of Alabama is an Equal Opportunity/Affirmative Action Employer.

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Tenure-Track Public Relations Position • **University of Alabama** — The Department of Advertising and Public Relations is seeking an outstanding individual to fill a tenure-track position in our nationally recognized Public Relations program. The position begins August 16, 2012. Must be able to teach undergraduate courses in public relations and mass communications and graduate level courses in advertising/public relations. (Note: The department's MA program combines advertising and public relations.) There is also the opportunity to participate in the college-wide doctoral program. Ability to teach research methods is a plus. Earned doctorate required by date of appointment. Applicants must demonstrate high potential to establish a scholarly research program. Previous successful teaching and/or professional experience desired. To apply, upload application, resume and cover letter at <https://facultyjobs.ua.edu>. Mail three letters of recommendation to the A&PR Search Committee, Attn: Dr. William Gonzenbach, University of Alabama, Box 870172, Tuscaloosa, AL 35487-0172. **Applications accepted until position is filled, but review process begins Nov. 1, 2011.** Applications from women and minorities are especially encouraged. The University of Alabama is an Equal Opportunity/Affirmative Action Employer.

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Tenure-track position in Visual Communications • The School of Journalism and Mass Communications at the **University of South Carolina** is searching for a dynamic and creative **professor** to join the faculty of a growing visual communications program. The school has both academic and professional tracks. Academic-track candidates must have a Ph.D. (ABDs considered) and some professional or teaching experience. Professional-track candidates must have the

MFA and significant professional experience. The position is for open rank. The ideal candidate for either the academic or professional track would have strong teaching competencies in visual communication theory, history and demonstrated skills in the design, development and delivery of print and web-based content for news, commercial or non-profit audiences. A portfolio of design, multimedia or video work is required of all candidates. Applicants for the academic track should demonstrate an appropriate record of scholarly research and be willing to contribute to the development of the graduate program at the Master's and doctoral levels. Applicants for the professional track should demonstrate an appropriate record of professional or creative activity and be willing to contribute to the development of the graduate program at the Master's level. Applicants should send a cover letter, CV, contact information for three references and a URL address that links to a portfolio to kornegay@sc.edu or mail to Prof. Van Kornegay, School of Journalism and Mass Communications, University of South Carolina, Columbia, SC 29208. For more information visit <http://jour.sc.edu/search/viscom.html>. The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina is also responsive to dual career couples.

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UNIVERSITY OF SOUTH CAROLINA, SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS — The University of South Carolina's School of Journalism and Mass Communications (SJMC) is seeking an outstanding **Professor** with a focus on Health and Strategic Communication (advertising/public relations) to join us in August 2012. This is a new position funded by USC's Faculty Replenishment Initiative; the salary for the position is highly competitive. The ideal candidate will be able to lead initiatives in health communication as we expand our curriculum and scholarship in this discipline. The ideal candidate will be a colleague who shares our passion for academic achievement and inspired teaching. He/she must hold a Ph.D. and

also have: a track record of sustained productivity in major government or foundation grants and publications; professional experience in strategic health communication; the ability to work in multi-disciplinary teams across the University (including the Arnold School of Public Health). Graduate teaching experience in advertising, public relations and/or strategic communication is desired; public relations is preferred. Candidates' credentials must be appropriate for appointment at the rank of tenured full Professor. The University of South Carolina is a research university with nearly 30,000 students. It sits at the heart of South Carolina's capital, just two hours from both the coast and the mountains. The SJMC offers bachelor's and master's degrees in journalism and mass communication, as well as a Ph.D. in mass communication. The School has approximately 1,400 undergraduates and 60 graduate students in print and electronic journalism, advertising and public relations, visual communications and mass communications. For more information, see our website at www.jour.sc.edu. The School is a leader in the Science and Health Communication Research Group, a multidisciplinary effort aimed at strengthening collaborative research among various schools and colleges at the University of South Carolina. The SJMC also offers a Certificate of Graduate Study in Health Communication, an interdisciplinary certificate administered jointly by the school, the Department of Health Promotion, Education and Behavior and the School of Library and Information Science. Applicants should send a letter of application, CV and contact information for three references to: Dr. August Grant, Search Committee Chair, School of Journalism and Mass Communications, University of South Carolina, Columbia, SC 29208. Questions about the position can be directed to the Search Committee Chair at augie@sc.edu or 803.777.4464. **Review of applications will begin January 15 and continue until the position is filled.** The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina

is responsive to the needs of dual career couples.

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Assistant Professor of Mass Communication • Review of applications will begin immediately and applications will be accepted until the position is filled. Applicants should submit: (1) letter of interest; (2) a current curriculum vitae; (3) 3 letters of recommendation; and (4) one sample of written work consisting of one published article, book chapter, or recent conference paper. Please send applications to: Dr. Thomas Ruggiero, Search Committee Chair, Department of Communication, **University of Texas at El Paso**, El Paso, TX 79968; truggier@utep.edu. **POSITION DESCRIPTION:** The University of Texas at El Paso (UTEP), College of Liberal Arts invites nominations and applications for a full-time faculty position (Assistant Professor of Communication) in the Department of Communication. The anticipated appointment date is fall 2012. The specialization of interest is mass communication or multimedia journalism. The multimedia journalism program in which the successful candidate will be teaching integrates traditional journalism with new media storytelling skills and hands-on multimedia production. Candidates must be able to teach both professional and theory-based coursework in mass communication. Candidates may also be asked to develop classes in mass communication theory and/or teach courses in another of their research areas. Preference will be given to candidates who are bilingual in English and Spanish. Candidates must be committed to teaching excellence at the undergraduate and graduate levels. **THE DEPARTMENT:** The department is building research capacity and seeks scholars who demonstrate potential for publication and external funding. The department offers five BA majors and an MA in Communication. The border location offers outstanding opportunities for social science research and many collaborative opportunities exist on and off campus. The successful candidate should be comfortable in a department with faculty from communication and journalism; the climate in the depart-

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ment is excellent. To learn more about the department, please visit <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/comm>. THE UNIVERSITY & EL PASO, TEXAS: UTEP is a Doctoral/Research- Intensive urban university offering bachelor, master, and doctoral degree programs to more than 22,000 students. A member of the University of Texas System (www.utsystem.edu), UTEP serves the Paso del Norte border region which includes far west Texas, southeast New Mexico, and northern Mexico. UTEP is recognized nationally for its leadership role in changing the face of U.S. higher education. Our students, who are 75% Latino, mirror the population of this region and, increasingly, that of Texas and the United States. UTEP's success in serving as a catalyst for economic development and quality of life in this region has also placed us in the national spotlight as a

model 21st century U.S. research university. UTEP is an institution on the move! It has a national reputation as a leader in research, innovative educational initiatives, and community-based activities of special relevance to the US-Mexico border region and the Latino population. UTEP is recognized as a national model in demonstrating that a university with a fundamental commitment to access and diversity can also achieve high levels of excellence in academic programs and research. In fact, UTEP has set a goal to become the first national research university in the United States that serves a 21st century demographic. Our 21st century demographic is the predominantly Mexican-American population of West Texas along with the Latino populations of Texas as a whole and the United States. The international and multicultural characteristics of the Paso del Norte

provide faculty with unique opportunities to address the border region's most challenging health issues. For more information on our university, please visit the UTEP website (www.utep.edu/). The City of El Paso (www.elpasocvb.com/) offers sunny weather, an affordable cost of living, friendly people, a family-oriented environment, relaxed lifestyle, an excellent symphony orchestra, a nationally recognized museum of art, and a vibrant cultural scene. Nestled in the foothills of the Franklin Mountains (southern tip of the Rockies), the desert southwest climate allows for year round outdoor recreational activities. El Paso is ranked as the safest city of its size in the United States. REQUIRED QUALIFICATIONS: Applicants should have a Ph.D. in Communication, Journalism, or a related field and have completed all requirements for the doctoral degree by August 1, 2012.