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President's Column

AAA President's Report

by Tom Reichert (University of South Carolina)

I tell people academics are only busy twice a year—Fall and Spring. Though knowing you, summer has been busy as well—working on manuscripts, theorizing, and, perhaps, some summer school (maybe study abroad). On our end, there is little to report. The AAA is in good shape and we're looking forward to Dallas and our international conference in Beijing.

Dallas

We're preparing for our 61st annual conference in Dallas. Proposals for preconference consideration are due early – August 31, so draft your ideas for submission. As usual, paper and special topics submission is the first of October – the 2nd to be exact. We have a new submission system so please do not wait until the last minute.

- August 31, 2018 – deadline for Preconference proposal submissions
- October 2, 2018 – deadline for Special Topics submissions
- October 2, 2018 – deadline for Research Paper submissions

The conference dates are March 28-31, 2019. Come for the research and stay for the fun. Dallas-Fort Worth is a Top-5 DMA with plenty to see and do. Our DFW-based programs promise to make you feel welcome.

Beijing

You also won't want to miss our international conference in Beijing. My professional contacts remind me that the future of our business will be driven by China. Past-President Jisu Huh has planned an excellent conference experience so please save the date: July 12-15, 2019. It will be held at Peking University – you won't want to miss it. Again, talk to your deans and directors now about the importance of your attendance at both of these conferences.

Updates

Because, as we know, frequency is important, here are a few repeat reminders from our last newsletter: (1) The International Advertising Education committee's name is now the Global and Multicultural committee. (2) Remember also that we are slowly transitioning the Executive Director role from Pat Rose to Ginger Phillips and Arden Solutions. Ginger was again introduced to the membership during the New York conference. Pat will retire from AAA after the 2020 conference. (3) Again, congratulations to our new editors:

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Tom Reichert

Research Feature

Luxury Branding in China: Do We Really Know How to Communicate with Chinese Consumers?

by Ye Wang (University of Missouri, Kansas City) & Huan Chen (University of Florida)

In 2010, China surpassed Japan and became the No. 1 luxury products' market (Yousuf 2010). Consumption of luxury brands is a sign for a rising middle class that is looking for aspiration, emotional connection, and social prestige (Silversten and Fiske 2003). The rising middle class in China follows the same path. However, consumption occurs within a cultural context, and luxury brands have rich social-cultural meanings that allow them to charge premium prices (Silversten and Fiske 2003). Thus, understanding luxury branding in China has to be built upon insights into Chinese consumers.



Ye Wang

With this understanding, we started a research program in 2015. At the early stage of conceptualization, we identified a few issues that made China an intriguing situation. First and foremost, the social-cultural context of China has been often described as vastly different from the Western culture in previous research (Li et al. 2012; Li and Su 2007; Oswald 2010; Wang et al. 2011; Wong and Ahuvia 1998). Most findings suggest a stronger emphasis on symbolic, social meanings of luxury brand consumption in China than that in Western societies. Second, a lost-in-translation situation regarding the construction or reconstruction of branding meaning of Western luxury brands exists in China. Some studies considered this as Chinese consumers' failure to connect with luxury brands in a meaningful way (Oswald 2010), and other studies characterized it as a creation of new subcultures of luxury brand consumption in China (Wang et al. 2011). Third, the ecological system of media in China, due to governmental regulations and laws, is

dissimilar to Western countries. In China, consumers have no access to popular western digital media platforms such as Facebook, WhatsApp, or Google. Instead, domestic digital platforms are thriving among not only younger generations but also people who are in their 50s, 60s or 70s. In particular, domestic social media applications, such as WeChat, tailored to Chinese way of socializing, are widespread among Chinese smartphone users. According to a report, WeChat has 600 million monthly active users in 2015 (Millward 2015).

Thus, we decided that the initial steps of examination had to be able to address these contextual features, and the most appropriate method was qualitative approach. Given the research purpose, we conducted in-depth interviews among 17 female and 15 male Chinese consumers of Western luxury brands, and analyzed data using the phenomenological reduction method. The rich data generated from the interviews revealed that female Chinese consumers perceived luxury brands appear to be inactive, conservative, and distant on social media; and, male Chinese consumers perceived luxury brands' social media advertising as a way to inform the consumers, reinforce the brand image, and provide references for evaluation of alternatives (Chen and Wang 2017; Chen, Wang, and Haley 2018).

Meanwhile, we designed a content analysis that examined current advertising practices of Western luxury brands on WeChat (Chen and Wang 2017). This content analysis revealed a few key aspects of messaging of luxury brands on social media: levels of engagement, the use of rich media, and the focal topic of content. We further compared the current advertising practices and consumers' perceptions from the interviews, and revealed expectation gaps. While Western luxury brands used rich media, consumers expect the content to be more creative and entertaining. Consumers also expect luxury brand advertising to be more relatable,

Ye Wang Bio:

Ye Wang is an Associate Professor in the Department of Communication Studies, University of Missouri, Kansas City. She graduated from the Missouri School of Journalism at the University of Missouri – Columbia, and holds a Ph.D. in journalism. Her research agenda features a focus on interactivity and engagement on websites and social media. Her works are published in leading journals, like *Health Education & Behavior*, *International Journal of Advertising*, and the *International Journal of Strategic Communication*. She also co-authored several book chapters on online communities and journalism education.

while the current practices seemed to keep consumer engagement at a relatively low level.

With the information we have obtained, we were able to design an experimental study that tested the effects of message features on perception of luxury brands' social media advertising and subsequently brand perception. While this experimental study is still in progress, we are confident that it will bring to light more profound understanding of communicating with Chinese consumers about luxury brands. First, all measurements of perception of luxury brand advertising came from in-depth interviews with Chinese consumers, and thus reflect the social cultural context of the Chinese market. Second, we chose to test message features that may contribute to the expectation gaps we have identified. Third, the stimulus materials mimic Chinese domestic social media platforms.



Huan Chen

Research inquiries are often a long journey. By writing this research feature, we want to share with the academic community our attempt to systematically address social and cultural contextual factors in advertising to an overseas market. By applying qualitative methods, we hoped to view the communication process from Chinese consumers' perspective. By including more quantitative research components, our desire is to uncover significant relationships between messaging and audience effects that are meaningful to the Chinese market. We are moving forward but more efforts are needed to understand communication with Chinese consumers in the society and culture that they are living in.

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Huan Chen Bio:

Huan Chen, Ph.D. is an assistant professor of advertising in the School of Journalism and Communications at the University of Florida. She received her Ph.D. in communication and information from the University of Tennessee. Her research interests include new media and advertising, product placement, and international and cross-cultural advertising. She has published 27 refereed journal articles, 4 book chapters, and 1 sole authored book. She has received internal and external funding to support her research, and her research has reaped different top paper awards. Her research papers have appeared in *Journal of Advertising*, *International Journal of Advertising*, *Journal of Current Research and Issues in Advertising*, *Journal of Brand Management*, among others. In addition, she serves as an editorial board member for *Journal of Ethnographic & Qualitative Research* and *Annals of Management Science*.

Teaching Feature

Developing Creativity: Helping All Students Realize Their Potential

by Glenn Griffin (University of Colorado Boulder)

It's unfortunate, I think, that we often consider "creative" courses to be a subset of advertising curricula. This perspective reflects a misunderstanding of the concept of creativity and limits our ability to challenge students in ways that they all deserve. The fact is that creative thinking is fundamental to all professional roles in our field, not simply to the roles of art director or writer. All of our students have the potential to think creatively: we need to make sure that the development of this skill is distributed across the curriculum and that it is applied beyond conceptual/portfolio courses. Let's think practically (and broadly) about how we can encourage creative thinking in all of our classes:



Glenn Griffin

- Demystify the concept of creativity.

One of the key barriers to the development of creative thinking is the widely-held fear (by both teachers and students) that it's some sort of supernatural force that's ethereal and rare. Furthermore, many of us think of creativity as an intellectual gift given to a few and withheld from most. These beliefs may be supported by conventional wisdom, but not by research. Creativity, at its core, is problem solving: something that all of us engage in every day. Our students need to understand it as something familiar and accessible to them. They need to recognize that creativity is already part of who they are and that they can work to strengthen that muscle.

- Offer tools for idea generation.

We're pretty good at sharing exceptional examples of creative work with our students, and that's important. It's

wonderful for inspiration. What's tougher is to avoid the temptation to point at these examples and to say, "now, go do something creative like that." Great solutions emerge from lots of others. Quantity yields quality. So, before we ask our students to go and do, they should be equipped with thinking tools. One wonderful resource I can recommend is *Creative Advertising* by Mario Pricken. It's just as important to understand how great ideas took shape as it is to appreciate them in finished form.

- Deemphasize numerical/letter grades.

Call it heresy if you will, but don't shoot the messenger. Most of the research on the evaluation of creative work suggests that regular, detailed, qualitative feedback is more valuable to students than an automatic default to the assignment of numerical or letter grades. Think about ways to evaluate students' creative progress on an arc rather than in increments. This also gives students more latitude to try and fail without grading implications that could undermine their confidence and discourage the intellectual "stretching" that creative thinking often represents.

- Frame criticism as a compliment.

Critique of creative work is a necessary exercise for improvement. However, some students (and let's be honest, some teachers) find it harder to deal with than others. Early in my own career, I wrestled with the best way to help my students feel more positive about having their work reviewed by me and their classmates. I've found it useful to share this thought with my students: *criticism is a vote of confidence that you have something even better to offer*. If I didn't believe that, I tell them, I wouldn't bother saying anything. Reframing criticism as a challenge to do your best takes away a lot of its sting.

- Empower students to articulate their views on others' work.

Hand-in-hand with the concept of critique is helping our students develop the confidence and vocabulary to offer detailed and insightful reviews of professional work and that

Glenn Griffin Bio:

Glenn Griffin is an associate professor of advertising at the University of Colorado – Boulder and leads the creative program there. His book, *The Creative Process Illustrated: How Advertising's Big Ideas Are Born* (with Deborah Morrison), was published by HOW Books in 2010. His research has appeared in *the Journal of Advertising*, *Psychology and Marketing*, *the Journal of Interactive Advertising* and *the Journal of Advertising Education*, among other publications. His students' work has been featured in both national and international press, including *Advertising Age*, *Adweek*, *Archive* and *CMYK* magazines and recognized by The One Club for Art & Copy, the Art Directors Club and the Clio Awards, among other organizations.

of their colleagues. This is most effectively delivered through participation in in-class critiques, wherein the instructor can model constructive feedback, raise important questions and lend appropriate terminology. It's fun to hear students start to talk about creative work using some of the language that they've picked up in the classroom. They're also developing their own taste and standards for what constitutes good work.

- Recognize (and reiterate) that one creative process doesn't fit all.


Even though all of our students have the potential to think creatively, each of them will develop a process that works best for them. While some elements of the creative process are universal (anxiety, revisions, self-doubt, inspiration, deadlines), your students will (over time) come to understand the conditions in which they are most creatively productive. As teachers, we should acknowledge this fact and validate it. As our students discover their own creative process, they will also grapple with how it relates to their work with others and they'll begin to understand strengths and weaknesses within that process that can help them optimize outcomes.

- Identify heroes and heroines.

Is it just me, or do fewer and fewer of our students know the name Bill Bernbach anymore? David Ogilvy, anyone? A startling number haven't even heard of Alex Bogusky. And shouldn't our programs brimming with bright young women be celebrating the stories of Shirley Polykoff, Mary Wells Lawrence, Susan Hoffman, Janet Kestin and Nancy Vonk? Are we talking about Jimmy Smith's work to promote diversity? Our students need strong, positive role models from industry to help them find their own paths into it. Let's bring more of these stories into the classroom.


- Contextualize the work as it relates to society and culture. It's important for all of our students to understand that their work has great potential to change the world around them, for better or worse. Given the advertising industry's reputation, we have our work cut out for us. In a rapidly-changing environment in which more and more is *possible*, they should be challenged to think about what is *right*. To that end, I continue to be inspired by the work of my mentor, Deborah Morrison (University of Oregon), whose upcoming book, *Brave Work in the Age of Climate Change: A Creative's Guide to Advertising and Brand Messages in Complicated Times* (2019), will offer a timely blueprint for channeling the power of creative thinking. We need to encourage our students to use their talents to do more than just sell.

The work of developing creativity is both challenging and rewarding, and each of us will approach it differently, but I

hope that some of these suggestions can be useful. Let's continue the discussion and share ideas. Helping reshape the future is a pretty cool gig. 

Continued from page 1 by Tom Reichert.

Barbara Phillips (*Journal of Current Issues and Research in Advertising*) and Jooyoung Kim (*Journal of Interactive Advertising*). (4) Last, special thanks to the committee chairs and members for their continued service.

In closing, thank you for your membership and support. AAA is an incredible organization. I speak for the entire executive team when I say that we look forward to continuing to represent you this year. 

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Have Items for the Newsletter?

- Job announcements
- Call for papers
- Announcements about awards
- Photos for the Photo Gallery
- Names of graduate students to be featured

Send your news items to the Editor, Joonghwa Lee, by **October 15**, at joonghwa.lee@und.edu

Special Topic

Reflecting the First Year as an Assistant Professor

The first year as an assistant professor can be the most exciting but also the most adventurous time. Let's listen to the experiences of four assistant professors who just completed their first year successfully. Their experiences provide other junior and soon-to-be professors with great tips and preparations. – Editor –

The Transition Journey

In my retrospective review of my first year, I appreciate that I'm lucky to have had a mostly unblemished transition into an assistant professor. I recognize that I'm not alone when it comes to my foray into the academic world from the student aisle to that of an assistant professor.



Naa Amponsah Dodoo

I would like to say that I was well prepared to take on my new role (as a grownup in my head) but I would be lying. Yes, I theoretically knew what I was supposed to do but I believe that in some instances, preparation for a role is best through experience. Though I did do my part getting ready for my courses, I understood that taking this new role would encompass a few challenges. I learned through experience what it means to have the benefits and responsibilities that come with being an assistant professor. Based on my experience, I think a couple of things are worth noting for anyone who's about to take on a similar role.

It's important to set your own expectations about this period. Give yourself some leeway in meeting these expectations. Finding your foot in a new environment is important because each environment has its own dynamic. It may take time for you to discover your niche wherever you find yourself so it's important to give yourself that time. I wanted to be able to conduct research, teach well and acclimatize to a city I was unfamiliar with. For me, moving from a larger public university to a comparably smaller university also required some adjustment. I'm lucky to be somewhere I was completely supported in my first year and I found colleagues with whom I've formed connections. Whereas the latter part of my first year was more challenging than the first especially in terms of workload, I was able to persevere because I had my own expectations of what I wanted to do.

In my previous reflection as a graduate student for the newsletter, I stated that my conscious decision to persevere is mostly because I barricade myself with the support of family, friends and colleagues. I still believe that wholeheartedly. It's ok to rely on others for support to help you push forward. I still am not hesitant in asking for help when navigating challenges. I still maintain and value connections with my advisor (who's awesome) and others from my time as a graduate student.

What we make of our experiences invariably shape us so I encourage anyone taking this leap to do their best wherever they land. Do the best you can and keep trying.

-Naa Amponsah Dodoo (Emerson College)-



Yan Huang

It is hard to believe that it has been one year since I started working at Southern Methodist University as an assistant professor. When I was a doctoral student, I often dreamt about how great my life as a professor would be: Exciting research projects, glamorous lectern with students listening to me in awe, traveling around and presenting my work...Until the day I defended my dissertation, one of my committee members joked,

"Congratulations on completing the easiest part of this career!" I laughed in tears. But really?

It turned out that my SMU students were not easy to "please". They were eager to learn the world but sometimes got bored way too quickly. To make sure they were engaged, I tried hard to prepare my lectures in a TED talk style, laced with well-rehearsed jokes. The outcome? Students were happy with the lectures and laughing at my jokes. But some of them were also complaining of their exam grades and attendance scores. When I tried to be relaxed and friendly in my classroom, students started pushing the boundaries. When I tried to be strict with my class policies, I felt quickly disconnected from them. This shift in the classroom was then

interpreted as inconsistencies. There simply is not a way that makes everyone happy.

Luckily, I am with a group of supportive colleagues who are stellar teachers. They listened to my concerns and allowed me to observe how they managed their classroom and interacted with students. I gradually learned that teaching is not just about preparing teaching materials and grading. It is also about how to communicate and manage expectations. Moreover, there is more than one way to be a good teacher. My colleagues succeed with very different teaching styles. I need to be more patient and figure out the unique formula that works for both me and my students. I experimented different ingredients in my classroom: in-class competitions, guest speakers, and class clients...I felt better connected with my students and received better feedback. I know there is still room for improvement. But the most important thing is I got my confidence in teaching back.

I believe one single column cannot adequately summarize my first-year professorship. This experience with teaching is a good reflection of my take on this journey: Seek help when you need it; be ready for falls and comebacks.

-Yan Huang (Southern Methodist University)-



Ilyoung Ju

In Fall 2017, I started my journey as an Assistant Professor in the School of Media and Communication at Bowling Green State University. My first-year experience as a faculty member was like tasting sugar and salt at the same. It was quite challenging, but gave me lots of opportunities to grow as a researcher and an educator. Here, I would like to share a lesson that

helped me survive my initial year as a faculty member.

Remember back to your first year as a PhD student. During the first couple of weeks, I enjoyed everything around me as a first-year faculty: meeting new people, having my own office, and teaching new courses. But I started to feel overwhelmed by new responsibilities. I wished I had more than 24 hour a day.

Then, I happened to have a conversation with my colleagues. They said, "The first year is tough for everyone. Don't get discouraged, but keep on going." Their encouragement reminded me of my first year as a Ph.D. student. During that year, I was not sure if I would ever be able to adjust to the amount of coursework, but as time went

by, I learned how to manage my time more effectively, and started to enjoy learning to do research. Looking back on how I grew from that moment, I decided to remind myself that I am just going through a similar process as a faculty member. I learned how to prioritize works and perform tasks more efficiently. By the time I finished my first year, I began to enjoy my surroundings again. After all, time always passes by and you can enjoy the fruit of your work once you overcome the difficulties.

The first year is over. It was not easy, but it did make me grow and feel more confident as a faculty member. I'm grateful for everything I learned. This precious journey is ingrained into one chapter of my life, as a source for nostalgia at a later time. Everyone's first year will be different, but I hope my story can help other first year faculty members.

-Ilyoung Ju (Bowling Green State University)-



Claire Segijn

Summer 2018, I am looking back at my first year as an assistant professor at the University of Minnesota. In June 2017, I defended my dissertation in Amsterdam. After that, I moved overseas, to a new country, a new culture, and a new educational system. Looking back, I realize how much I have learned already in one year. I would like to share **4 insights** because I believe that this

information can be useful to junior scholars (on the job market) and to institutions that want to support junior scholars.

1. Create healthy habits early on

It is important to create healthy work habits to increase your productivity while maintaining a healthy work-life balance. Yes, that is possible. You can think of: writing at least for 30 minutes every weekday, making a strategic plan incl. SMART goals, having weekly calls with a small group of peers to build in accountability for research goals, and give yourself a treat every day. One way to learn those skills is through the Faculty Success Program of the NCFDD (highly recommended!).

2. Get to know the facilities of the institute

I learned that you don't always have to do everything yourself. Sometimes universities have facilities that could support you with research, teaching and/or ICT.

Your time is valuable and you can only spend it once.

Therefore, getting to know

Continued on page 10...

Graduate Student Spotlight

Hyejin Kim (University of Minnesota–Twin Cities)

Theory Will Set You Free, Even in the Era of Big Data

Now, more than ever, scholars and advertisers/marketers enjoy the massive amount of consumer data collected from the never-ending stream of social media, wearable technology, and IoT services. Such open availability of consumer data not only supports practitioners' decision-making processes but also helps advertising scholars broaden and deepen the scope of research questions, especially providing them with consumers' behavioral data. The humongous amount of consumer data combined with advanced analytics skills seemingly provide a comprehensive understanding of consumer behavior. This has sparked an ongoing debate among scholars in many disciplines about whether big data has led to a paradigm shift in social science research practice where the role of theory in research is becoming attenuated and less important.



Hyejin Kim

I too experienced an identity crisis and paradigm conflict as I learned how to harvest, analyze, and interpret the massive amount of consumer data. As soon as I quit my previous job as an account executive and returned to academia to pursue my PhD, Dr. Jisu Huh suggested that I learn how to computationally process the huge size of consumer and text data so that I could apply the methodological skills to advertising research. As a quantitatively trained researcher who had mainly conducted experimental and survey studies with a manageable data size, I was truly amazed and overwhelmed by the gigantic volume of the data I had to process. Airbnb, for instance, allows researchers to harvest their consumer review data along with the service features

that each host provides, which creates a high-dimensional dataset with hundreds and thousands of rows and dozens of variables to explore.

The vast volume of the data, however, left me completely lost, instead of giving me a comprehensive understanding of consumer behavior. Although I had a clear research objective and was equipped with advanced data-mining skills, I tended to rely on unmeaningful data exploration, hoping to find something meaningful. The days and nights of my unguided and intuition-based data hunt left me with the sense that, paradoxically, I need a theoretical guide that leads the systematic process of data analysis. Likewise, any of the advanced statistical analysis or machine-learning algorithms I ran couldn't explain "why" and "why not" for the findings without theory.

Social science scholars currently seem to be experiencing a turbulent time with a surge of new methodological choices, and I would like to share my personal experience and reflection for my fellow graduate students, especially those who have similar concerns to what I had. No matter what methodological choices you make and what data you obtain and analyze, rely on theory to support and guide your intellectual journey. Theory will protect you ever from getting lost. *AA*

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- Call for papers
- Announcements about awards
- Photos for the Photo Gallery
- Names of graduate students to be featured

Send your news items to the Editor, Joonghwa Lee, by **October 15**, at joonghwa.lee@und.edu

Hyejin Kim Bio:

Hyejin Kim is a doctoral candidate in the Hubbard School of Journalism and Mass Communication at the University of Minnesota–Twin Cities. Her research agenda explores the broad realm of online advertising and its voluntary dissemination and outcomes in an online environment, such as viral advertising, eWOM, brand communication strategies, and counter-rumor message strategies on social media, especially with computational approaches. Hyejin earned her master's degree in mass communication at the University of Minnesota–Twin Cities.

Summer Shelton (University of Florida)

What Your Advisee Needs from You

When contemplating entering a PhD program, I, as a social scientist, interviewed current PhD student friends about their experiences. When I asked how they did it—how they managed the deadlines, coursework, research projects, job-hunting, studying, service, how they survived—nearly every one of them told me the same thing: your advisor makes ALL the difference.



Summer Shelton


Choosing who I wanted to work with in one of the most productive programs in the nation became quite a daunting task. However, I was lucky enough to fall into the lap of one of the most kind, considerate, understanding, caring, compassionate, insanely smart, productive, respectable women who holds herself, and her students, to extremely high standards.

However, friends at other universities did not share my good fortune. They described unrealistic deadlines, waking up to harsh emails, unproductive, highly critical feedback, and feeling like their worlds were crumbling around them as they sought to maintain their advisor's standards. They described feeling as though their advisor had forgotten what it was like to be in their shoes; to be a student; what it was like to have a young family waiting at home; what it was like to have thousands of deadlines, with somehow all due dates landing on the same day.

This of course does NOT describe the majority of faculty members but, when asked to write this column, I remembered these friends and wanted to write this for them; to those advisors who may have forgotten what it's like to be in their shoes. Yes, the PhD is, and should be expected to be, one of the most difficult times of your life, but in these

trying and challenging times when mental, and physical, health sometimes fall by the wayside, an understanding advisor can make a world of difference.

I decided I would ask both my PhD friends at other universities and in my own college one question: What do you need from your advisor? Below are some of the most common answers I received:

- **Clear communication of expectations early on:** Several felt that very clear communication about what their advisor really expected from them would have aided in preparing them for the work and being able to meet the needs and expectations of their advisor.
- **Taking initiative to reach out:** Some mentioned that, in the beginning at least, they were apprehensive to reach out to their advisor. Before entering the program, we viewed our advisors as untouchable, highly productive, academic rockstars. Now, entering the position of almost colleague, felt a bit intimidating and some advisees wished their advisors would have taken the initiative to ask them out for a quick lunch or simply ask if everything was OK.
- **Help focusing ideas and understanding that we don't have it all figured out:** Some discussed a desire for their advisor to take a bigger role in focusing research ideas. As we have not been as steeped in the literature, and as we certainly do not have it (our research agendas) figured out yet, some reigning in of ideas and assistance honing in on pertinent literature would be helpful.
- **Responsiveness and time:** Others described a grave desire for their advisor's time. In academia, time is a most valuable currency. My advisor always has a way of, when you walk into her office, despite the millions of other things I know she has to do that day, putting those aside, making me feel like my problems and questions are the only ones that matter. This kind of time, coupled with responsiveness to emails, requests to meet, etc. would go a long way in supporting your advisee. 

Summer Shelton Bio:

Summer Shelton is a third-year doctoral student in the Department of Advertising at the University of Florida. Her research interests pertain to representations of marginalized groups in the media and advertising specifically, with a particular focus on persons with physical disabilities. She is also interested in doctor-prenatal patient communication regarding probability of disabilities at birth, as well as prenatal genetic testing for disabilities. Summer received her Master's from Florida State University in integrated marketing communications and a Bachelor's degree in advertising and public Relations from Marietta College. Her doctoral supervisor is Dr. Deborah Treise.

Rachel Esther Lim (University of Texas at Austin)

Choosing Research Topics Is Often about Connecting Dots in Your Life

I remember when I was struggling to come up with a research topic for my master's thesis. Like all newbies in academic research, I had a passion for research and a curiosity to explore the field of marketing communication. I had studied diligently. Yet I was unsure where to start. At that point, I seemed to be interested in everything!



Rachel Esther Lim


In fact, it was challenging and overwhelming to select a research topic to which I'd devote my entire graduate study. I was advised to look back at what I have done and studied. What had impressed me? What had piqued my curiosity? And, what had left me with unanswered questions?

In the summer after my junior year in college, I worked as an intern at Cheil Communication (located in Seoul, South Korea). One day I was called to accompany employees who were volunteers for a community project sponsored by the agency. The volunteer program involved providing meal services, at one of the parks in Seoul, to low-income, elderly and homeless people. Volunteers all worked together to prepare and serve the food. While serving and interacting with each person I escorted to the food truck, I was deeply moved to see how everyone looked pleased—both those serving and those being served. I experienced a sense of unity with the employees and felt connected with the community. And I realized how a small act of service can make a difference to a community.

Several years later, I was hired at Samsung C&T Corporation as an assistant project coordinator located in Austin, TX. I was involved in managing a local community project to promote small business and create job opportunities for low-income residents in Austin. During the project, we invited subcontractors to a job fair sponsored by Samsung, which was held exclusively for low-income residents to give opportunities to work for the fabrication renovation project.

This time, I was able to see the positive impact of a global company on a larger scale—business can be an excellent resource to help solve social problems in a community.

Moved by this experience, I decided to focus my research on corporate social responsibility (CSR). I have been exploring it ever since. Indeed, studying CSR helped crystalize some of the feelings I had as an undergraduate advertising student. Those feelings, in a nutshell, were as follows: "I have gained knowledge and skills; now how can I put them to good use in society?" I see now that finding a research topic and pursuing a goal is really about connecting the dots in one's life. I hope that my research will help companies better connect with consumers and communities and, in turn, facilitate the finding of positive solutions to community problems.

"How far that little candle throws his beams! So shines a good deed in a weary world." - by William Shakespeare 

Continued from page 7 by Claire Segijn.

the facilities of your institute and how they can support you, can advance your research/teaching and save you time.

3. Protecting junior scholars

I am very grateful that the Hubbard School of Journalism and Mass Communication is protecting their junior scholars. I am realizing that this is not standard, but it can make a world of a difference and help junior scholars build their career. Things you can think of – and discuss when applying for a job – are: course releases, no service in the first semester/year, a mentor program, teaching established classes, and limiting the amount of preps.

4. Give yourself time to get adjusted

Most of all, I want to say give yourself the time to get adjusted. Don't pressure yourself too much. After all, it is a marathon, not a sprint. For example, you don't necessarily have to collect data the first semester but focus on publishing your dissertation, working on a literature review, or collaborating with others instead. Work with what you already have while you get settled into your new environment.

-Claire Segijn (University of Minnesota–Twin Cities)-

Rachel Esther Lim Bio:

Rachel Esther Lim is a third-year Ph.D. student in Advertising and Public Relations at the University of Texas at Austin. She earned his M.A. and B.S. in Advertising at University of Texas at Austin. Her research interests are corporate social responsibility (CSR), message effect, consumer psychology, and cross-cultural studies.

Rhianne Hoek (Radboud University, the Netherlands)

As I am writing this column, I have just finished collecting data for the fourth – and final – study of my three-year PhD project. This data collection was very special to me and I would like to tell you a little bit more about it!



Rhianne Hoek

My project is on children's advertising literacy. I'm specifically interested in the question if children can activate their literacy when they are confronted with advertising. From previous studies we know that children, from the age of eight to ten, are pretty knowledgeable when it comes to advertising. They understand advertising's persuasive and selling intent, and they are also quite skeptical towards it. However, what we don't know is if children are actually able to activate their knowledge and critical attitudes when they are confronted with advertising in daily life. That's where my project comes in: with the use of indirect measures, I am trying to find out if children are capable of activating their literacy when they are exposed to different types of advertising.

One form of advertising that has received increasingly more attention is 'vlogvertising', advertising through influential vloggers on YouTube. For children, watching YouTube vlogs (video blogs) has become their new favorite pastime. Vloggers, the people who make the vlogs, give their viewers a glimpse of their lives, discuss their everyday problems, participate in challenges, etc. To uphold their lifestyle, vloggers advertise in their vlogs. However, they are usually not very open about the fact that they do this. As a result, vlogvertising is seen as a covert (hidden) form of advertising. We already know from studies about other covert advertising messages, such as product placement in television shows and games, that it is hard to recognize these messages as being advertising, especially for children. And when you are not able to recognize something as advertising, you also won't activate your advertising literacy.

That is exactly what my final study was about: to what extent can children recognize hidden forms of advertising in vlogs? And does this recognition result in the activation of their advertising literacy? I have designed an experiment in which I let children and their parents watch a vlog and either warned them about the hidden advertising in the vlog (i.e. exposed them to a disclosure) or not. What is special about this study is that I had the opportunity to collect my data in the Nemo Science Museum in Amsterdam. During the summer holidays they allow researchers to collect data in their museum. This way, a lot of children and parents can participate in a relatively short period of time.

It was a great success! In only 16 days I collected data of 450 participants, both children and parents. This way we can see if children and parents differ in their ability to recognize this hidden form of advertising. Parents may be better, because they have better developed levels of advertising



Data collection at the Nemo Science Museum.

literacy. Or maybe their children will be better recognizing it because they are used to the format that vloggers use? The study was not only a great success because of the

number of participants, it was also a very nice way to speak to both children and their parents about hidden advertising in vlogs. After their participation, people were given a debriefing letter, in which I explained more about the study. This usually resulted in conversations with parents about how important they thought this type of research is. It makes me very curious to find out what the results are! And who knows, maybe I will be able to present them at the AAA conference next year 😊

Rhianne Hoek Bio:

Rhianne Hoek is a PhD candidate at the Behavioural Science Institute of the Radboud University, the Netherlands. After obtaining her research master's degree in Communication Science in 2013, she worked as a lecturer at the University of Amsterdam. In July 2016 she started with her 3-year PhD project that focuses on the question if children are able to activate their advertising literacy when they are confronted with advertising. To study this, she uses indirect measures. Contact: r.hoek@bsi.ru.nl

We Are the Global and Multicultural Committee (GMC)

As it was announced during the last AAA conference in New York City, the International Advertising Education Committee (IAEC) changed its name. It is my pleasure to introduce you to the Global and Multicultural Committee! First, you might be wondering why we changed our name. Well, due to the changes in our societal landscape and the work we have been doing in the last years, we thought the name IAEC was not addressing all the pillars of what we stand for. Particularly, we included the term *Global* to represent all regions of the world that engage in research, teaching and practice in advertising. The term *Multicultural* refers to not only ethnic and racial issues in advertising, but also cultural aspects related to language, food preferences, religion, sexual preferences, GLBTQ issues, age, and gender. As you can see, our goal was to be more inclusive of issues related to advertising. We strongly believe that our new name encompasses wide-ranging topics discussed in advertising research, teaching, and industry practices. More importantly, we believe we are a committee that caters to every member of the Academy, not only those interested in international or multicultural advertising.

With that said, I would like to take this opportunity to tell you a little bit about who we are and our mission.

The Global and Multicultural Committee is composed of a passionate group of scholars dedicated to fostering research, teaching, and industry exchange about global and multicultural advertising. As a committee, we seek to develop and maintain relationships with scholars, educators and practitioners from around the world, gather relevant resources that will support scholars', educators', and practitioners' work, and serve as a welcoming hub for discussion about issues concerning global and multicultural advertising.

Our mission is to promote and facilitate the American Academy of Advertising's role as a leading forum for sharing knowledge about scholarship, education and practice in global and multicultural advertising.

We are fortunate to have a dedicated space nested within the AAA website to keep you informed about our initiatives. There, you will find more information about GMC members, resources, and materials you can use in your research and teaching. You can access our webpage.

Finally, we are open to new members who would like to help us carry our mission forward. Next time you get the email asking if you want to be in an AAA committee, please consider the GMC. We are looking forward to welcoming you!

Best wishes,
Juliana Fernandes, Ph.D.
Chair of the Global and Multicultural Committee

Upcoming AAA Deadlines

- **AAA 2019 Research Fellowship Competition**
September 20, 2018
- **2019 AAA Annual Conference: Competitive Research Papers & Proposals for Special Topics Sessions**
October 2, 2018
- **AAA 2019 Doctoral Dissertation Competition**
November 1, 2018
- **AAA 2019 Dunn Award Call for Proposals**
November 1, 2018
- **2019 AAA Global Conference: Competitive Research Papers & Proposals for Special Topics Sessions**
November 30, 2018

AAA Notes

Awards and Honors



T. Bettina Cornwell

With coauthors from Germany and the UK, T. Bettina Cornwell (University of Oregon) received the AMA Sport & Sponsorship-Linked Marketing Special Interest Group's "Paper of the Year in Sport Marketing" Award for the 2017 *Journal of Marketing* paper titled "Inferring Corporate Motives: How Deal Characteristics Shape Sponsorship Perceptions."



Carrie La Ferle

Dr. Carrie La Ferle (Southern Methodist University) was named the 2018-19 Meadows Distinguished Teaching Professor. The annual award in the Meadows School recognizes sustained and outstanding teaching. In addition to a cash award, the honoree receives a sculpture by Deborah Ballard, a bronze apple that has given the award its nickname, the "Golden Apple" award.



Carrie La Ferle (right) and her colleagues at the 2018 AAF Shining Star Awards ceremony.

Dr. Carrie La Ferle (Southern Methodist University) was among 25 Dallas women in advertising honored with the 2018 AAF Dallas Shining Star Award, presented by the Dallas chapter of the American Advertising Federation. The awards were presented June 21 during a dinner ceremony at the Frontiers of Flight Museum in Dallas.



Claire Segijn

Dr. Claire Segijn (University of Minnesota) was awarded with the Annie Lang Dissertation Award of the information systems division at the annual conference of the International Communication Association (ICA). She completed her dissertation, entitled "Everyday Multiscreening. How the simultaneous usage of multiple screens affects information processing and advertising effectiveness" in June 2017 at the University of Amsterdam under supervision of Dr. Edith G. Smit and Dr. Hilde A. M. Voorveld. In addition, she was awarded with the Emerging Scholar Research Grant of the Mobile Communication Interest Group of the ICA to start a research line into a new mobile advertising strategy.

Dr. Claire Segijn (University of Minnesota) has received the ASCoR Baschwitz Young Scholar Award for the best article published in a peer-reviewed journal in 2017 for the second time in a row. She received the 2017 award for the article entitled "The Battle of the screens: Unraveling attention allocation and memory effects when multiscreening", which is co-authored by Hilde Voorveld, Lisa Vandenberg and Edith Smit.

Job Changes, New Hires, and P&T



Michelle Nelson

Dr. Michelle Nelson is the Associate Dean for Research and Creative Endeavor for the College of Media at the University of Illinois at Urbana-Champaign.



Mike Yao

Dr. Mike Yao is the Interim Department Head in the Charles H. Sandage Department of Advertising at the University of Illinois at Urbana-Champaign.



Karen Lancendorfer

Dr. Karen M. Lancendorfer, Haworth College of Business, Western Michigan University, has been promoted to full professor. She also continues as the Director of the Advertising & Promotion Program at WMU.

Dr. Saleem Alhabash received Tenure and Promotion to Associate Professor in the Department of Advertising + Public Relations at the Michigan State University.



Saleem Alhabash



Tae Hyun Baek

Dr. Tae Hyun Baek received Tenure and Promotion to Associate Professor in the Department of Integrated Strategic Communication, College of Communication and Information at the University of Kentucky.



Chang-Dae Ham

Dr. Chang-Dae Ham received Tenure and Promotion to Associate Professor in the Charles H. Sandage Department of Advertising at the University of Illinois at Urbana-Champaign.

Dr. Sidharth Muralidharan received Tenure and Promotion to Associate Professor in the Temerlin Advertising Institute at Southern Methodist University.



Sidharth Muralidharan



Jong-Hyuok Jung

Dr. Jong-Hyuok Jung received Tenure and Promotion to Associate Professor in the Department of Strategic Communication at Texas Christian University.

Dr. Carla Fisher received tenure and promotion to Associate Professor in the Department of Advertising, College of Journalism and Communications, at the University of Florida.



Carla Fisher

Dr. Kacy Kim moved from Elon University to the College of Business at Bryant University as an Assistant Professor of marketing in Fall 2018.

Dr. Lars Bergkvist moved from Universiti Teknologi Brunei, Brunei Darussalam to Zayed University, Abu Dhabi, United Arab Emirates as a Professor of marketing in Fall 2018.

Dr. Kasey Windels moved from Louisiana State University to the University of Florida as an Assistant Professor in the College of Journalism and Communications, Department of Advertising in Fall 2018.

Dr. Benjamin Johnson moved from Vrije Universiteit Amsterdam to the University of Florida as an Assistant Professor in the College of Journalism and Communications, Department of Advertising in Fall 2018.

Dr. Leona Yi-Fan Su started a tenure-track Assistant Professor in the Charles H. Sandage Department of Advertising at the University of Illinois at Urbana-Champaign in Fall 2018.

Dr. Joseph Yun (University of Illinois at Urbana-Champaign) started leading a Social Research and Technology Innovation lab for Research IT in Technology Services at University of Illinois at Urbana-Champaign. He is also working as the principal investigator on the Social Media Macroscope project with the National Center for Supercomputing Applications.

Other News



Scott Hamula

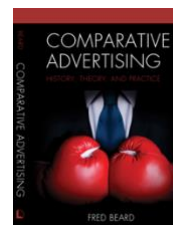
Scott Hamula, associate professor and department chair, Roy H. Park School of Communications at Ithaca College, has been elected as the 2018-2020 vice-chair of the America Advertising Federation (AAF) National Education Executive Committee (NEEC). The committee is composed of industry professionals and advertising professors from the AAF's College Chapters across the organization's 15 districts and it oversees all of the AAF's educational programs such as the National Student Advertising Competition (NSAC), Vance Stickell Internship program, and the Annual Student Conference. Hamula represents District 2 which is comprised of schools located in New York, Pennsylvania, New Jersey, Maryland, Delaware, and the District of Columbia.



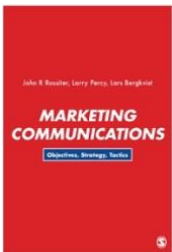
Dr. Dorit Zimand-Sheiner (Ariel University, Israel) cordially invite AAA members to the 24th

International Conference on Corporate and Marketing Communications (CMC 2019) on April 29-30, 2019 hosted by Ariel University, School of Communication, Israel. The theme of CMC 2019 focuses on current and future challenges in managing corporate and marketing communications across platforms from a storytelling perspective. For further information: Conference website: <https://www.ariel.ac.il/wp/conference/cmc2019>; Conference e-mail: cmc2019@ariel.ac.il (Dr. Dorit Zimand-Sheiner, Organizing Chair) We are looking forward to receiving your contributions.

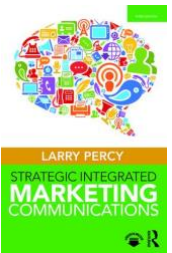
Book Releases




Dr. Fred Beard (University of Oklahoma) published *Comparative Advertising: History, Theory, and Practice* with Lexington Books. Dr. Beard is Gaylord Family Research Professor in the Gaylord College, University of Oklahoma.



Professor John R. Rossiter (University of Wollongong, Australia) announces the publication by SAGE of [*Marketing Communications: Objectives, Strategy, Tactics*](#) along with Dr. Larry Percy and Professor Lars Bergkvist. Comprehensive, completely up-to-date, and full of useful managerial checklists, this new edition of the famous Rossiter and Percy textbook is suitable for undergraduate and graduate courses in marketing communications or advertising and promotion. Instructors' online resources include PowerPoints, teaching outlines, quizzes, tests, and group-project suggestions. A free instructor's inspection copy is available at <https://us.sagepub.com/en-us/nam/marketing-communications/book258817>.



Professor Larry Percy, an international consultant in marketing and communication and Professor of Marketing at the Copenhagen Business School, has published the third edition of his [*Strategic Integrated Marketing Communications*](#) with Routledge. A unique text dealing with all aspects of IMC from a strategic standpoint, it provides an in-depth integration of the theoretical with the practical. The step-by-step approach of this thoroughly updated book provides a roadmap for the planning and execution of effective and consistent IMC, making it an ideal text for students as well as an excellent reference text for marketers. 

AAA Communication Channels

Facebook:

www.facebook.com/AmericanAcademyOfAdvertising



Twitter: @AdScholar



WHO'S ON FIRST? WHAT'S ON SECOND?

As most of you know, we are slowly transitioning from Pat as ED – to Ginger as ED. We're still in the process of determining who does what, when – and will be doing so for about the next 18 months.

BUT, there is no reason for you to be confused. Until January 1, 2019:

Please contact Ginger for:

- Every aspect of the 2019 Annual Conference (except sponsorship) including paper submission, registration, hotel reservations and the like;
- Every aspect of the 2019 Global Conference (China);
- Website questions, updates, corrections and (send to us along with the URL of the page to which you refer); and
- Communication and Membership Committee questions.

Please contact Pat for:

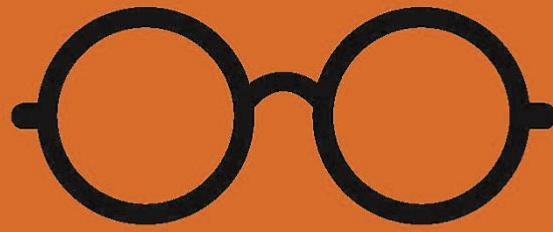
- AAA Annual Conference SPONSORSHIP
- All AAA Awards (Honorary and Research)
- Finance, GMC, Publication Committee Questions
- Clarification of AAA Policies

Have no fear – we do talk weekly (in addition to email) and will, between us, resolve any of your questions. Additionally, we will be updating *who does what* in January 2019.

Thanks for understanding and helping AAA through this transition!

- Pat Rose, ED, director@aaasite.org

- Ginger Phillips, soon to be ED at support@aaasite.org or (727) 940-2658 x 2004.



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Stan Richards

Founder, The Richards Group

Jon Steel

Global group planning director, WPP Group

Lee Clow

Chairman & global director, TBWA/Worldwide

Keith Reinhard

Chairman emeritus, DDB Worldwide

Carol H. Williams

Founder, Carol H. Williams Advertising

Wally Snyder

Executive director, Institute for Advertising Ethics

Learn More & Subscribe:
[YouTube.com/c/StanTalks](https://www.youtube.com/c/StanTalks)



The University of Texas at Austin
**Stan Richards School of
Advertising & Public Relations**
Moody College of Communication

Announcements (Call for Papers & Proposals)



Smart Communication for A Digital World

**2019 American Academy of Advertising Global Conference
in conjunction with Peking University and the China Advertising Association
Beijing, China – July 12-15, 2019**

Call for Conference Papers and Proposals for Special Topics Sessions

Submission Deadline: November 30, 2018

China is the world's second-largest advertising market, with over one million ad agencies and about 500 college and universities offering advertising education. Besides the phenomenal growth of the advertising industry in a very short time period, China is on the cutting edge of advertising technology evolution with its highly-connected and tech-savvy population and over 50% of its advertising expenditures spent on digital media. Marking the important milestone of the 40th anniversary of the inception of modern advertising in China, the American Academy of Advertising 2019 Global Conference will be held in Beijing, China in conjunction with Peking University and the China Advertising Association.

Under the theme of “**Smart Communication for a Digital World**” the conference will serve as an important forum for intellectual exchange and cross-national collaboration among advertising scholars, educators, and practitioners from around the world. Particularly the conference aims at reflecting on the historical development and evolution of advertising around the world and examining the wide-ranging impact of global digital revolution on advertising practice, research, and education, including the development of technology-enabled and data-driven smart communication, and related ethical issues.

We invite special topic session proposals and original research papers investigating any aspect of advertising. Although we welcome submissions on all advertising-related topics, papers and proposals focusing on the questions, challenges, and opportunities related to the conference theme are particularly welcome.

TRACK 1: COMPETITIVE RESEARCH PAPERS

You are invited to submit Competitive Research Papers relevant to any and all aspects of advertising in consideration for presentation at the 2019 American Academy of Advertising (AAA) Conference. Please note that the AAA uses the term advertising in a broad sense. We also respect all research methodologies. All submissions are subject to blind review competition, and only completed papers (no proposals or abstracts) will be considered for acceptance to the conference.

Papers should be written in English. However, Chinese scholars may submit their papers in Chinese with an English abstract. Accepted papers must be presented in English. For Chinese scholars, oral presentation in Chinese language with English presentation materials will be allowed, in which case translation service will be provided for non-Chinese-speaking audience members.

The rating criteria for Competitive Research Papers are as follows:

- Relevance to the Conference Theme
- Theoretical Framework
- Methodology
- Readability
- Contribution to the Field

- Overall Rating

Submissions may not be under consideration at other journals or conferences. You may consider the AAA review process complete when notices of acceptance/rejection are received (and therefore you may then submit the paper to a journal at that time). Papers should not exceed 30 typed (Times New Roman 12 point), double-spaced pages in length including references, appendices, tables, etc. Chinese-language papers should not exceed 15,000 words and no less than 8,000 words. This page limitation will be strictly enforced. Be sure to delete all identification of the authors in the file properties, and track changes functions prior to submission. Use *Journal of Advertising* style to format citations. Chinese-language papers should use 《广告研究》 style. Submit your paper in Word format only; do not submit a PDF.

When you upload a paper submission you will see a statement specifying that at least one author of the paper agrees to register and attend the conference to present the paper. Failure to present an accepted competitive paper will result in the paper being withdrawn from the conference program. Only an author listed on the paper is eligible to present at the conference. You must agree to this statement in order to submit.

TRACK 2: SPECIAL TOPICS SESSIONS

You are invited to submit proposals for Special Topics Sessions that cover an entire meeting period (usually 90 minutes). These sessions are designed not only to offer information, but also to stimulate discussion and debate among panelists and audience members. Special Topics Sessions tend to focus on key issues of importance to advertising education and practice (e.g., current practitioner issues, creative topics, and/or pedagogical matters) and are not the venue for competitive research papers. Preference will be given to proposals that are not simply a compilation of research papers by different authors put together in a session. Further, preference will be given to proposals that involve and attract advertising educators or advertising professionals who might not typically be interested in sessions that focus solely on refereed research. As such, the Academy is willing to provide “waivers” for industry participants who will be attending only a Special Topic Session (non-academics and individuals who have not been AAA members) of both AAA membership dues and registration fees. If you would like to use one of these waivers, please provide the specifics in your proposal.

A submission should include the following: (1) a clear rationale for addressing the topic over an entire meeting period and/or through contributions from several presenters, (2) the value of the session to conference attendees, including why such a contribution is not likely to be available elsewhere at the conference, (3) names and specific roles of all participants, (4) details of how the session will be conducted under a unifying theme, including contributions of the various participants and (5) how conversations can be continued beyond the actual session.

The rating criteria are as follows:

- How current is the topic?
- How well will it attract attendees to the session?
- How well thought-out is the proposal?
- Are the proposed participants appropriate for this topic?
- How strongly do you believe this session should be included in the program?

Preference will be given to proposals providing the requested information in the greatest detail.

When you upload the special topics session proposal, you will see a statement specifying that all presenters agree to participate as specified. You must agree to this statement in order to submit the session proposal.

REQUIREMENTS

- All submissions are to be submitted here: <http://proposalspace.com/calls/d/833>
- Submissions for both *Competitive Research Papers* and *Special Topics Sessions* will be submitted in the same ProposalSpace online form, but you will check a box to indicate which type of session you are submitting. The lead author on each submission should create and submit the entry, not someone else.


- ProposalSpace is a user-friendly portal, but it is new to AAA. Please go to <https://ProposalSpace.com> and create a free account, if you do not already have one. Please take note of your password. Then log out and log back in, click on your name, and add relevant profile details. You may edit your profile at any time.
- Instructions on how to use ProposalSpace can be found at <https://www.aaasite.org/instructions-to-submit-papers>
- **Electronic submissions will be accepted beginning November 1, 2018 and must be received no later than MIDNIGHT U.S. Eastern Standard Time (EST), November 30, 2018.**

Please direct your questions regarding papers or special topics proposals or general questions about the conference to the conference co-chairs:

Jisu Huh, Ph.D.
Professor, Raymond O. Mithun Chair in Advertising
School of Journalism & Mass Communication
University of Minnesota, U.S.A.
jhuh@umn.edu

Gang Chen, Ph.D.
Professor
School of Journalism and Communication
Peking University
AAAglobal2019@163.com

Questions related to the **ProposalSpace submission system should be directed to** Dr. Ginger Phillips, Conference Manager at support@aaasite.org.

We look forward to your submissions and hope that you will be able to attend the 2019 American Academy of Advertising (AAA) Global Conference! 

Announcements (Call for AAA Awards Nominations)



Advertising Recognition Test for Good People and Good Works

You know someone in the American Academy of Advertising who deserves recognition for their good work in advertising research, education, or service. Each year at our conference you hear the awards being presented and think, s/he deserves that award.

So the test question is simply this: Are you going to send me your nomination of this good person this year so that they can be recognized? Your answer should be YES!

It is easy. All you have to do is to write a nomination letter with bullet points as to the key reasons this person should receive the award. Your key reasons should relate to the criteria listed for the award (See descriptions of six major AAA awards below) that is appropriate for your nominee. If the committee also believes it to be an appropriate nomination, a member of the committee will then correspond with the nominee and ask him/her to provide supporting information.

So – one letter with bullet points that you will email to phelps@apr.ua.edu. That's all it takes. This is a small investment of your time that could lead to the huge recognition your nominee deserves.

Below are descriptions of 6 major AAA awards — outstanding recognition for that person you know has earned it. Note that you must be a member of AAA to make a nomination and the deadline is November 2, 2018.

- Joe Phelps, AAA Awards Committee

The Awards Committee of the American Academy of Advertising announces its call for nominations for five prestigious awards:

- (1) the IVAN PRESTON OUTSTANDING CONTRIBUTION TO RESEARCH ON ADVERTISING AWARD,
- (2) the DISTINGUISHED SERVICE AWARD,
- (3) the CHARLES H. SANDAGE AWARD FOR TEACHING EXCELLENCE (called the "Sandy"),
- (4) the BILLY I. ROSS ADVERTISING EDUCATION AWARD,
- (5) the KIM ROTZOLL AWARD FOR ADVERTISING ETHICS AND SOCIAL RESPONSIBILITY, and
- (6) the MARY ALICE SHAVER PROMISING PROFESSOR AWARD.

The information below also is available on the AAA website, and in some cases the website might include additional or more up to date information. Nominators are encouraged to check: <http://aaasite.org/> (under the "Awards" tab)

The IVAN PRESTON OUTSTANDING CONTRIBUTION TO RESEARCH ON ADVERTISING AWARD is designed to honor an individual who has made an outstanding contribution to the discipline of advertising through a systematic and sustained program of published research. The award carries a \$1,000 prize. This award will be given only to active and contributing AAA members for exemplary research on advertising and is not necessarily awarded every year.

To be eligible, a nominee must have:

1. Received a doctorate more than 20 years ago.
2. Been promoted to rank of Full Professor (not Assistant or Associate Professor) prior to nomination.
3. Been an active member of AAA for at least 5 years prior to nomination.

Active membership is defined as:

1. Must have been an AAA member for the last 5 consecutive years.
2. Must have participated in AAA conference activities in one or more of the following ways in the last 5 years:
 - Session chair or discussant
 - Track chair
 - Paper presentation
 - Special topics session
 - Reviewer of papers for the AAA conference
3. In addition, active membership should include at least one, but probably two of the following:
 - AAA Committee Member
 - AAA Committee Chair
 - AAA Officer
 - Webmaster
 - AAA *Newsletter* Editor
 - *Journal of Advertising* Editorial Review Board or have served as an ad hoc reviewer for several years.

Your nomination letter should include an overview of the nominee's research contributions, making the case for the outstanding nature of these contributions. It should also include the names of 3 to 5 leading scholars who might be able to testify to the nominee's research contribution.

The winner will be notified prior to the AAA Conference and is required to attend the conference to receive the award.

The DISTINGUISHED SERVICE AWARD is given by the American Academy of Advertising to individuals who have rendered distinguished service to the organization and/or advertising education. Such service must be clearly above and beyond credit given as part of normal university research/teaching/service or a paid assignment and thereby considered part of one's job. The person should be a champion of advertising education, active in providing opportunities for the professional development of students and faculty, and someone who unselfishly performs this meritorious service.

One need not be a member of the Academy to be considered for this award.

It is expected that the Distinguished Service Award will be given infrequently and only for truly distinguished service. Service should encompass national activities. The award is presented at the annual conference of the Academy and is accompanied by a plaque commemorating the event.

Your rationale for nominating someone should document years of meaningful service efforts that are clearly over and above normal university/professional "service" requirements.

The CHARLES H. SANDAGE AWARD FOR TEACHING EXCELLENCE recognizes outstanding contributions to advertising teaching. The "Sandy," as it is known, is in recognition of outstanding contributions to advertising teaching. The award is accompanied by a plaque commemorating the event and is presented at the annual conference of the Academy. One need not be a member of the Academy to be considered for the award; however, preference will be given to Academy members.

Past Presidents of the Academy are not eligible until 5 years have passed since they have served on the Executive Committee.

Your nomination letter should bullet the key reasons this person should receive the award. Supporting documentation should provide evidence of lifetime teaching excellence. Examples of excellence might include (but are not limited to) the following:

- Performance of students as advertising (or business) professionals
- Performance of students as advertising (or other) teachers
- Case study development and publication
- Textbook publication
- Letters from past students (not sufficient in and of themselves)

- Innovative course development
- Innovative ex-class room teaching development

A meaningful nomination should explain, with reference to documents and with as much detail as possible, the outstanding teaching contributions of the nominee.

No more than one Sandy will be awarded in a given year, and there is no obligation to award a Sandy in any year. For a list of past award winners please visit the AAA website.

The BILLY I. ROSS ADVERTISING EDUCATION AWARD recognizes innovative work that advances the field of advertising education. The primary purpose of the award is to recognize innovative work that advances the field of advertising education. It is given to people who have completed projects or other innovative efforts in teaching. The award is presented at the annual conference of the Academy and is accompanied by a cash award and a plaque commemorating the event.

One need not be a member of the Academy to be considered for the award; however, preference will be given to Academy members.

The award is not intended to be an addition to a project that has already been underwritten by another source. The nomination letter should include an explanation of how the project is an outstanding accomplishment or innovation in the field of advertising education. Examples of projects might include (but are not limited to) the following:

- Innovations for teaching a new advertising course
- Published work about innovative class projects in advertising
- Published research that advances advertising education
- Support for materials (such as visual aids) for conference presentations about advertising education
- Dissemination of information to advertising educators that is helpful in the classroom

More than one award may be made in any given year, but the AAA is not obligated to make an award every year. The Awards Committee will determine the amount of the cash award. For a list of past award winners please visit the AAA website.

The KIM ROTZOLL AWARD FOR ADVERTISING ETHICS AND SOCIAL RESPONSIBILITY recognizes individuals or organizations who have demonstrated an outstanding commitment to advertising ethics and social responsibility. The award is accompanied by a plaque commemorating the event and is presented at the annual conference of the Academy.

This is not to be considered as an annual award and will be given only to individuals or organizations who have demonstrated an outstanding commitment to advertising ethics and social responsibility. One need not be a member of the Academy to be considered for the award; however, preference will be given to Academy members.

The nomination must be based on evidence of the contributions of the nominee. Preferably, this evidence should be readily identifiable and measurable. For an academic, such evidence is likely to be exhibited in the form of scholarly publications (e.g., books and/or peer-reviewed articles). For an advertising practitioner or organization, the results of specific programs or activities that have had a positive impact on society would serve as evidence.

It is essential to note that there must be evidence of lifetime achievement in either ethics or social responsibility.

The MARY ALICE SHAVER PROMISING PROFESSOR AWARD honors a junior faculty member who has demonstrated excellence and innovation in advertising teaching and research. The award is given to full-time faculty who have taught no more than 4 years and who are members of the American Academy of Advertising.


The potential awardee must be nominated by a current AAA member. This letter need not be from an AAA member if the school is without an AAA member at this rank. Should the nominator be from the potential awardee's school, this letter may come from an associate professor.

The nomination letter should also include the name of a full professor at the potential awardee's school. The criteria upon which research and teaching excellence will be assessed is important information for both the nominator and the nominee. Nominators will want to address points relevant to the criteria in the nominating letter. Nominees will want to gather the materials indicated below for submission should they be contacted by a member of the committee.

Research excellence will be assessed via the quality of the research and the publication venue. Teaching will be assessed by review of syllabi, nominators' evidence, and any supplemental materials. Innovation will be assessed by new methods, pedagogical areas, research streams, etc.

Only one award will be awarded per year and there is no obligation to make an award every year.

For a list of past award winners please visit the AAA website.

ANY MEMBER OF THE ACADEMY may nominate an individual (or an organization, in the case of the Kim Rotzoll Award). Nominations should be sent via email to the Chair of the Awards Committee no later than November 2, 2018: phelps@apr.ua.edu 

Announcements (Call for Papers)

Journal of Interactive Advertising **Special Issue on Impact of Digital Gaming & Gamification on Advertising & Branding**

Guest Editor

Vincent Cicchirillo, *Saint Xavier University*

Submission Deadline: December 31, 2018

Manuscripts are currently being solicited for an upcoming special issue of the *Journal of Interactive Advertising* (JIAD) dedicated to understanding how digital gaming and gamification have effected advertising and branding. This includes in-game advertising, advergaming, mobile app games, and brands using gamification techniques to promote their products and/or services.

BACKGROUND

Video games have come a long way from the early 80's and console-based systems to online gaming and mobile applications. The vernacular has also changed as industry and academic professionals have opted for the term 'digital games' over 'video games' in favor of more modern applications of the technology. According to the Entertainment Software Association (ESA), a large percentage of households are home to at least one video game player (65%) and the gaming industry contributes billions in value to the economy. Games are also no longer played by just adolescent males, as gamers have gotten older (the average gamer is 35 years old) and more diverse (females represent 31% of the gaming population) (ESA, 2017). Brands and advertisers are now embracing digital gaming and are incorporating their products and services in and around games. For instance, Yang, Asaad, Dwivedi (2017) noted that gamification has become a popular way to promote brand engagement even though many businesses lack the understanding of whether or not gamification is the right communication tool. Furthermore, many brands have chosen to promote their brands within digital games (Cicchirillo & Mabry, 2016). The research is somewhat mixed as aspects of congruity and incongruity of the brand to game content has shown various effects on attitudes and memory (see Kinard & Hartman, 2013; Peters & Leshner, 2013). Thus, there is particular need to extend the current literature and examine how in-game advertising can be an effective brand communication strategy. Furthermore, we need new examinations related to the effectiveness of gamification strategies as well as for corporations creating their own branded digital games (i.e., advergaming) that can either be played online or as mobile apps.

The *Journal of Interactive Advertising*, since its debut in 2000, has offered a venue for exploring new forms of digitally enabled advertising. This special issue of JIAD will provide a space for examining broad issues of how brands use digital games and gamification strategies to improve advertising outcomes. Are newer formats more effective than past ones? How are brands using digital games to promote their brands? What gamification strategies are currently being employed and what strategies might be most effective? The primary goal is to further extend current directions, but also understand newer ones. As such, exploratory methods such as content analyses are certainly welcome as well as theoretical perspectives. Scholars are also encouraged to submit empirical studies that test and extend current directions within digital gaming research involving marketing communications broadly. Finally, as with any new form of advertising, researchers must also consider the ethical implications of these practices.

TOPICS

Potential research topics may include, but are not limited to, examinations of digital gaming and gamification involving:

- Advertising Effectiveness
- Branding
- Consumer Behavior
- Ethical Considerations
- Theoretical Perspectives
- Brand Recall and Recognition
- Persuasion

- Brand & Game Attitudes
- Consumer Engagement
- Mobile App Effectiveness
- Prominence and Media Use
- Media Technology (e.g., social media, augmented reality, virtual reality, etc.)

SUBMISSION INSTRUCTIONS

All manuscripts for the special issue should follow JIAD Instructions for submissions and be submitted via the JIAD ScholarOne online system.


The deadline to receive manuscripts is **December 31, 2018**. Authors should select “SPECIAL ISSUE: Digital Gaming & Gamification” as manuscript type. Please note in the cover letter that the submission is for the special issue.

All articles will undergo blind peer review with first round editorial decisions by April. The anticipated date for publication of the special issue is 2019.

For questions or additional information regarding the special issue, please contact the guest editor: Dr. Vincent Cicchirillo via [email](#) or telephone (+1.312.362.7702).

Visit the [Journal of Interactive Advertising](#) for more information.

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Announcements (Call for Papers)

Journal of Advertising **Special Issue on Advertising in Asia: Theories and Implications for Practice**

Guest Editors

Chingching Chang, *National Chengchi University*

Wei-Na Lee, *University of Texas at Austin*

Yuping Liu-Thompkins, *Old Dominion University*

Submission Deadline: January 31, 2019

Manuscripts are being solicited for an upcoming special issue of the *Journal of Advertising* on Advertising in Asia: Theories and Implications for Practice, which is dedicated to advancing theories for understanding the unique aspects of advertising in Asia.

Most advertising theories have been developed in the West. When they are applied to phenomena in Asia, scholars often fail to find strong support for them. Without a systematic effort to cultivate pertinent theories, applicable to different socio-cultural-economic settings, we are left with only broad notions of how advertising works in Asia.

Three main stages of development in international advertising research thus far have contributed to our initial knowledge of advertising in Asia. Early research explored the content of ads in different cultures such as the use of emotional appeals and types of narratives. Following that, the research paradigm shifted to exploring which types of appeal or content were most effective. For example, studies have examined how the same appeals such as comparative advertising worked differently in various cultures or which appeals enjoyed a competitive edge in certain cultures. Finally, more recent developments sought to address which mechanisms drive these differences, such as consumer motivation and identity. These three streams of international advertising research have no doubt generated insightful findings. Yet the question of how advertising works in Asia remains relatively underexplored, such that many complex distinctions and unique elements have not been discovered or documented in a systematic and comprehensive manner. Focused efforts to achieve theoretical advances are very much needed.

Research comparing cultures, while producing some informative findings, offers only a small window to advertising in Asia. It should not be the sole approach. Understanding unique advertising practice and phenomena in Asia and investigating commonalities across Asian markets is an alternative approach that could be fruitful.

This special issue seeks to address the need for research by soliciting, publishing, and disseminating theoretical developments that focus on advertising in Asia. Specifically, we seek manuscripts with strong theoretical foundations and insightful evidence to stimulate further research. We welcome articles that explicate advertising in Asia from either a comparison perspective or an indigenous approach. Potential research topics that may be addressed include (but are not limited to):

Theories, Models, and Methods

- Generic theories of how advertising works in Asia
- Ad processing models for consumers in Asia
- Asian consumers' cognitive styles
- Asian consumers' engagement with advertising
- Asian consumers' involvement with advertising
- Persuasion knowledge and resistance among Asian consumers
- Persuasion models for Asian consumers
- Relativism–universalism in Asian advertising research
- Qualitative and quantitative approaches in Asian advertising research

Consumers

- Asian identities in advertising

- The role of advertising in Asian consumers' decision making
- Subcultures in Asia and their implications for advertising
- Asian consumers' attitudes toward advertising
- Branding in Asian markets

Content and Form Matters

- Creativity approaches and strategies in Asian advertising
- Cultural elements in Asian advertising
- Narratives in Asian advertising
- Emotional appeals in Asian advertising
- Unique message appeals in Asian advertising
- Language in Asian advertising
- Humor in Asian advertising
- Celebrity effects in Asian advertising
- Sex appeals in Asian advertising
- Visual and aesthetic styles in Asian advertising

Media

- The use and effects of digital media in Asia
- The development and integration of advertising media in Asia
- The importance of social media for Asian consumers
- The role of mobile advertising in Asia
- Advertisers' media allocation and decision processes in Asia
- Native advertising in Asia
- Branded entertainment in Asia
- Advergaming in Asia
- Viral behaviors among Asian consumers
- Asian consumers' ad sharing behaviors on social media
- Asian consumers' responses to mobile advertising
- The role of co-creation and user-generated content in Asian advertising

Focused Topics

- Health advertising in Asia
- Public service announcements in Asia
- Green advertising in Asia
- Political advertising in Asia

Sociological Aspects

- Issues related to ethics and fairness of advertising practices in Asia
- Gender portrayals in Asia
- Advertising literacy in Asia
- Concerns for youth and children in Asia
- Unique legal issues related to advertising in Asia and the implications for advertisers


Submission Guidelines

Submissions should follow the manuscript format guidelines for *JA*, available at <http://www.tandfonline.com/toc/ujoa20/current>. A manuscript should not normally exceed 12,000 words, including all references, tables, figures, and appendices.

The submission deadline is January 31, 2019.

All manuscripts should be submitted through *JA*'s online submission system, ScholarOne, at <http://mc.manuscriptcentral.com/ujoa>, between January 1 and 31, 2019. Please do not submit your manuscript before January 1, 2019. Authors should select "SPECIAL ISSUE: Advertising in Asia: Theories and Implications for Practice" as the "Manuscript Type." In the cover letter,

authors should note that their submission targets the Special Issue on Advertising in Asia: Theories and Implications for Practice.

- Authors will be notified no later than March 31, 2019 about the preliminary decision regarding whether their manuscript will proceed to the next round of review.
- This Special Issue is planned to be published as the last issue of 2019.
- For additional information regarding the special issue, please contact the guest editors:
Chingching Chang, National Chengchi University, shenc@nccu.edu.tw
Wei-Na Lee, University of Texas at Austin, weina@mail.utexas.edu
Yuping Liu-Thompkins, Old Dominion University, yxxliu@odu.edu 

Announcements (Call for Papers)

International Journal of Advertising **Special Issue on How Advertising Helps or Hinders Consumer Well Being**

Guest Editor

Marla B. Royne Stafford, *University of Memphis*

Submission Deadline: March 31, 2019

Background

Concern for consumer well-being has imbued academic literature for several decades and stimulated scientific inquiry in a range of disciplines, including marketing and consumer behavior. This interest, coupled with business dynamism, have spawned several special journal issues dedicated to spurring social change among marketers in ways that improve the lives of consumers. The transformative consumer research movement has also helped marketers structure marketing and consumer behavior topics to help in this quest. Consumer well-being remains a critical and ever-evolving issue in marketing and a key societal concept because consumer consumption affects society, our economy and the environment.

Despite the ongoing interest in the topic and the increased quest for knowledge surrounding consumer well-being, little research has been published on advertising's role in consumer well-being. The various forms of advertising can play both a positive and negative role in the trend. For example, while social media plays a critical role in building brand awareness, it also carries increased negative messages to people of all ages. Even more traditional advertising has affected individual well-being by repeatedly advertising products and services to target markets that cannot afford them, featuring ultra-thin models that are blamed for adolescents developing negative body images and eating disorders, and supporting the barrage of ads promoting "natural" solutions that are dangerous or prescription drugs that consumers demand from their physicians, whether or not they have the diagnosed condition.

The purpose of this special issue is to provide a forum where advertising research that helps or hinders consumer well-being can be disseminated. Empirical papers, qualitative research, and literature reviews are all welcome so long as key advertising issues related to consumer well-being are highlighted. The goal of the special issue is to provide insight into advertising practices and trends that can ultimately promote consumer well-being. Papers that examine the negative effects of advertising on well-being are strongly encouraged and an important part of this special issue. However, a strong discussion section, including principal implications, will be required to provide guidance on the changes that must be made for advertising approaches to positively influence consumer well-being moving forward.

IJA is a leading source of authoritative analysis and international coverage of all aspects of advertising and marketing. *IJA* focuses on issues of concern to practitioners, academics and policy-makers from a conceptual perspective. This, combined with its intentionally international orientation, makes it well-suited for a comprehensive examination of how advertising plays a role in consumer well-being.

TOPICS

We welcome papers that advance our knowledge of how advertising affects an individual's well-being. Papers may investigate the positive or negative effects of advertising on consumer physical or emotional well-being. For example, an examination of direct to consumer advertising may be relevant if the research shows how the advertising affects consumer choices and their ultimate positive or negative effects. Papers may show how social media negatively affects consumers in their brand and product choices.

Potential paper topics that may be addressed include (but are not limited to):

- Evidence of successful/unsuccessful applications of advertising appeals and how they have affected a person's emotional or physical well-being.

- The negative or positive effects of social media. This includes the power of social media as a powerful tool of change to make our lives better (such as in the use of effective health messages) as well as how that power can contribute to negative behaviors based on posted messages (e.g., the results of bullying on social media).
- Health-related messages that have a positive or negative effect on consumer well-being.
- New approaches to measuring the impact of advertising messages that show positive or negative consequences.
- Understanding of the cultural factors that might play a role in negatively affecting advertising response.
- Advertising of sin products (alcohol, e-cigarettes, marijuana, gambling) that can play a role in consumer well-being.
- Investigating addictive technologies like Instagram, Netflix, Facebook, Fitbit, Twitter, and email.
- A comparison of which media play a more positive or negative role in affecting consumer well-being.
- The role of individual audience factors in how messages are perceived as negative or positive by consumers.
- Understanding the ethical implications of advertising that harms consumer well-being.
- Advertising specifically to children that can harm their well-being.
- Questionable advertising to vulnerable populations (e.g., the elderly, children).

Guidelines for Paper Submission

Submissions should follow the [manuscript guidelines for IJA](#). A typical manuscript for IJA should be no more than 8000 words; this limit includes tables, references, figure captions.

All manuscripts should be submitted through the [IJA online submission system, Editorial Manager](#), between March 1 and March 31, 2019. Authors should select “Special Issue: Well-Being” as “Manuscript Type.” Please also note in the cover letter that the submission is for the Special Issue on Advertising and Well-Being. All articles will undergo blind peer review.

The submission deadline is March 31, 2019.

Editorial information

Guest Editor: Marla B. Royne Stafford, University of Memphis (mstaffrd@memphis.edu) 

Announcements (Call for Abstracts & Papers)

International Journal of Strategic Communication **Special Issue on Social Media Influencers in Strategic Communication**

Guest Editor

Nils S. Borchers, *Leipzig University, Germany*

Submission Deadline: September 30, 2018

Rationale

Cooperating with social media influencers has become a widely popular practice in strategic communication. Social media influencers can be defined as internet users that have established a relevant number of relationships with and influence on their followers through content production, content distribution and interaction on the social web (Enke & Borchers, 2018, p. 181). According to communication departments and agencies, influencer marketing and influencer relations are both effective and efficient. This is mainly related to the authenticity and credibility of influencers, their wide reach in attractive and contested publics (e.g., teenagers and young adults for consumer communication; decision-makers in niche communities in Business-to-Business communication), multiple opportunities for storytelling, and an appropriation of the social media competencies of influencers. To benefit from these advantages, an increasing number of corporations as well as other organizations such as government agencies and non-profits adopt influencer communication. The statistics are impressive: For example, the number of sponsored influencer posts on Instagram is predicted to reach 21.7 million in 2018 (Mediakix, 2017). 57 per cent of fashion and beauty companies paired with influencers already in 2016, while an additional 21 per cent was planning to do so (Fashionmonitor, 2016). In Germany, to name just one large market, 63 per cent of marketing decision makers regard influencer marketing as very important or important (Brecht, 2018).

Despite the relevance that influencer communication has recently gained in strategic communication, academic research has been slow to catch up. Little is known about specific practices of influencer communication, its challenges and opportunities and how it is organized within organizational contexts. Several studies, however, shed light on these issues from the perspective of organizations (e.g., Enke & Borchers, 2018; Hutchins & Tindall, 2016; Krömer, Borchers, & Enke, 2018; Uzunoğlu & Misci Kip, 2014) and influencers (e.g., Archer & Harrigan, 2016; Pang, Yingzhi Tan, Song-Qi Lim, Kwan, & Lakhanpal, 2016; Walden, Bortree, & DiStaso, 2015). Others have taken a more critical position (e.g., Hunter, 2016). This special issue of the *International Journal of Strategic Communication* will advance the body of knowledge in the field by addressing key questions from different perspectives. To do so, we seek in-depth investigations from multiple disciplines and sub-disciplines.

Topics of interest include, but are not limited to:

- (1) conceptual and theoretical approaches for analyzing, integrating and interpreting social media influencers in strategic communication;
- (2) managing social media influencer campaigns and programs;
- (3) establishing relations to social media influencers and building influencer databases;
- (4) strategic aspects of relationships between organizations and social media influencers;
- (5) integration of influencer communication in paid, earned, shared and owned media programs;
- (6) institutionalization processes in organizations;
- (7) the role of influencer marketing agencies as intermediary between client and influencer;
- (8) measurement and evaluation of influencer communication;
- (9) effects and efficiency of social media influencer campaigns;
- (10) strategic communication and self-branding of social media influencers to position themselves and cooperate with organizations;
- (11) commercial content production strategies and practices of social media influencers;
- (12) regulation of influencer communication in different environments;

- (13) the role and relevance of platforms like YouTube, Instagram, Musical.ly, Twitch, Pinterest, or Snapchat in influencer communication;
- (14) ethics of influencer communication;
- (15) influencer communication from an international and comparative perspective;
- (16) critical evaluations of influencer communication as an approach in strategic communication.

The selection of papers will reflect the scope of the *International Journal of Strategic Communication*, which aims to build an interdisciplinary body of knowledge in strategic communication, often defined as the purposeful use of communication by an organization to fulfill its mission, and more recently as all communication that is substantial for the survival and sustained success of an entity. Specifically, strategic communication is the purposeful use of communication by an entity to engage in conversations of strategic significance to its goals. Entity includes all kind of organizations (e.g., corporations, governments, or non-profits), as well as social movements and known individuals in the public sphere. Communication can play a distinctive role for the formulation, revision, presentation, execution, implementation, and operationalization of strategies. Such research can be based on theoretical and methodological approaches from diverse disciplines, including corporate communication, organizational communication, public relations, marketing communication, advertising, public diplomacy, celebrity studies, digital culture, media sociology, information systems and other areas. Research questions and topics addressed should be valuable for a global readership. While international, comparative, and cross-cultural studies are especially welcome, research with a regional or national focus is suitable if insights or results build understanding of strategic communication in other parts of the world.

Submission and Selection Process

Abstracts with proposals for submissions should be no more than three pages, including references (double-spaced with 1" margins, Times New Roman 12 pt.). Abstracts should outline the paper, providing research questions and/or hypotheses, methods, key messages or results, and contribution to the body of knowledge. Please attach a short bio of the author(s) to the submission. Abstracts and bios should be submitted, by September 30, 2018, to guest editor Dr. Nils S. Borchers at nils.borchers@uni-leipzig.de.

The authors of the abstracts most suited to the topic of the Special Issue will be asked to submit full papers of not more than 36 pages, including references and tables/figures (maximum 9,000 words), by December 20, 2018. Full papers will receive blinded external review, as well as review by the guest editor. The accepted manuscripts will be published in *IJSC Vol. 13, No. 4*, in September 2019.

Timeline

- | | |
|---|--------------------|
| ▪ Deadline for abstract submission: | September 30, 2018 |
| ▪ Requests for full papers provided: | October 10, 2018 |
| ▪ Deadline for full article submissions: | December 20, 2018 |
| ▪ Reviews of full papers provided: | January 31, 2019 |
| ▪ Deadline for revised submissions: | February 28, 2019 |
| ▪ Final versions due: | May 10, 2019 |
| ▪ Papers and editorial transferred to production: | June 10, 2019 |
| ▪ Proofs sent to editors and authors: | July 15, 2019 |
| ▪ Special Issue published online: | August 2019 |
| ▪ Special Issue published print: | September 2019 |

About the Guest Editor


Dr. Nils S. Borchers, Institute of Communication and Media Studies at Leipzig University, Germany, represents the temporary working group Advertising Research of the European Communication Research and Education Association (ECREA) and serves as head of the Advertising Research division of the German Communication Association (DGPUK). His research interests include advertising theory, advertising literacy, influencer communication, online consumer reviews and the sharing economy.

About the Journal

The *International Journal of Strategic Communication* is part of a multi-national effort to integrate various communication disciplines into a coherent body of knowledge and facilitate the development of strategic communication as a domain of study. The

IJSC seeks to define the field of strategic communication, address the application of theory to this emerging field, provide a forum for multidisciplinary approaches and diverse research traditions, and espouse a truly international perspective that gives voice to cross-cultural research and scholars in all regions of the world. The *IJSC* provides a foundation for the study of strategic communication from diverse disciplines, including corporate and managerial communication, organizational communication, public relations, marketing communication, advertising, political and health communication, social marketing, international relations, public diplomacy, and other specialized communication areas. To view an online sample, visit www.tandfonline.com/HSTC. The *IJSC* is edited by Dr. Ansgar Zerfass, Institute of Communication and Media Studies, University of Leipzig, Germany, and Center of Corporate Communications, BI Norwegian Business School, Oslo, Norway, and Dr. Kelly Page Werder, Ph.D., Zimmerman School of Advertising and Mass Communications, University of South Florida, Tampa, FL, USA.

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Announcements (Call for Papers)

Journal of Broadcasting & Electronic Media

Special Issue on Digital Media & Politics: Effects of The Great Information and Communication Divides

Guest Editors

Homero Gil de Zúñiga, *The University of Vienna*
Hsuan-Ting Chen, *The Chinese University of Hong Kong*

Submission Deadline: December 1, 2018

Public discourse about socio-cultural, economic and political issues has catalyzed a drastic shift in tone and tactics since the 2016 presidential election campaign cycle. Through the constant output of news and information presented by cable news networks, broadcast networks, social media and the Internet, an unprecedented array of tailored communication strategies have emerged to target and influence the diverse constituents and voters across different socio-economic, ethnic and racial subgroups. In this early stage of the Web 3.0 environment, disrupted technologies – such as big data analytics and social bots – have the capacity to energize public opinion and exacerbate on-going information and communication divides in society.


This special issue aims at investigating a range of topics that will help identify the information communication, and persuasion strategies applied to influence the interactions between media, politics and society as well as the effects of such interactions. Appropriate topics for submission could address a wide range of issues that impact public discourse on our democracy and way of life. Below is a set of sample concepts or constructs that help contextualize this special issue call.

- Journalistic Truth vs. Alternative Facts
- Fake News vs. Real News
- Information Strategy Effects on Information Divides
- Communication Strategy Effects on Communication Divides
- Civil vs. Civic Discourse
- Mainstream vs. Fringe Political Activism
- Source, Message, and/or Channel Credibility
- Climate Change and Science Communication
- Personality, Social Movements and Political Movements
- Uses and Manipulations of Data Analytics
- Social Bots and Machine Learning

Submission Guidelines

All manuscripts should be received by **December 1, 2018** (U.S. Eastern Standard Time). To submit a manuscript, please click on this link: <https://mc.manuscriptcentral.com/hbem>. Submissions should conform to the journal's **Instructions for Authors** (see [Here](#)). For questions associated with this special issue, please contact the special issue guest editors.

Special Issue Guest Editors

- Homero Gil de Zúñiga (*Ph.D.*), College of Social Sciences, The University of Vienna (email: homero.gil.de.zuniga@univie.ac.at)
- Hsuan-Ting Chen (*Ph.D.*), School of Journalism and Communication, The Chinese University of Hong Kong (email: htchen@cuhk.edu.hk) 

Announcements (Journal of Advertising)



***Journal of Advertising* Now Publishes Three Types of Articles**

The *Journal of Advertising* (JA) now publishes three types of articles: Original Research Article, Research Notes, and Literature Review Corner.

1. Original Research Article

This section seeks original research that makes a significant contribution to our current knowledge so as to warrant a full-length article. It is absolutely essential that authors read the last several issues of *JA* before submission to help them determine if the topic, methodological approach, and writing style have a good fit. An Original Research Article manuscript should not exceed 12,000 words including all references, tables, figures, and appendices.

2. Research Note

This section seeks high-quality, cutting-edge research on emerging issues, topics, theories, or methods. The purpose of this section is to enable an outlet for research that enriches understanding of new, novel, or unique findings, insights, or ideas that are time-sensitive and deserving of scholarly attention. A Research Note should not exceed 6,000 words including the list of references, tables, figures, and appendices. We are particularly interested in papers that satisfy any of the following conditions:

- Novel and interesting empirical findings on an emerging topic.
- Unusual or conflicting empirical findings that may refute commonly held beliefs or theory.
- Theoretical insights with or without empirical research that may open up a new research stream.
- A topic or an issue that emerges in practice but has not been addressed in the academic literature.
- Creative and innovative research method(s) tested and reported for wider diffusion.


Our Associate Editor, Micael Dahlén (Stockholm School of Economics) will serve as Research Notes section editor.

3. Literature Review Corner

This section seeks a theoretical or critical review focusing on a particular topic or on the discipline as a whole. A manuscript aiming at Literature Review Corner should not exceed 12,000 words including the list of references, tables, figures, and appendices. However, an additional list of references and/or a summary table can be submitted as a supplemental file. We are particularly interested in papers that satisfy any of the following conditions:

- Comprehensive and systematic bibliographic search strategy. A representative sample of a larger group of published works needs to be legitimately justified.
- Objective and replicable method for synthesizing and analyzing the literature.
- Clear and specific future research directions that are that are timely, realistic, and achievable.

Regardless of the type of article, all submissions must go through our formal review. We look forward to receiving your manuscript.

Shintaro Okazaki
Editor-in-Chief, *Journal of Advertising*
King's College London 

Announcements (Journal of Advertising)




***Journal of Advertising* Ph.D. Student Reviewer Training Program**

We are pleased to announce that the *Journal of Advertising* (JA) has launched the Ph.D. Student Reviewer Training Program. If you want to participate in this program, your Ph.D. supervisor must nominate you as a student reviewer. Ph.D. students can be recognized as our reviewers *only* when they are officially registered in this program.

For the Ph.D. supervisors:

1. Please send the full name and an email address of the student to jaeditor.kcl@gmail.com, and indicate if this student already has a user account in ScholarOne. If the student is new to ScholarOne, we will create a new account.
2. The student will be asked to provide "Keywords" with regard to "Topic/Issue/Application expertise," "Theory areas," and "Methodological areas of expertise" in "Edit My Account" in ScholarOne.
3. We will assign a "Ph.D. Student Reviewer Program Trainee (SRT)" designation to the student. This designation is searchable so that the Editor-in-Chief and the Associate Editors can look for it when assigning reviewers.
4. When the student reviewers agree to review a paper, they will do so on the same reviewer score sheet that our formal reviewers use. After assigning a "Ph.D. Student Reviewer Program Trainee (SRT)" designation to the student, we will send the instructions that explain how to fill out the designated required fields.
5. The Editor-in-Chief or an Associate Editor will assign a paper to the student according to "Keywords" in Step 2.
6. The student will receive our review invitation email. Upon receipt of the invitation, the students should choose "Accept" and complete the review by the suggested deadline, according to the instructions in Step 4.
7. During the review, you should give the student enough guidance to help ensure that the student can write an effective manuscript review.
8. When the review process is complete, the Editor-in-Chief sends an email to the authors, notifying them of the decision and including reviewer comments. The student reviewer's comments will not be included in this email.
9. Then, the Editor-in-Chief sends a second email (a reviewer notification email) to the reviewers—both our formal reviewers and the student reviewer—to thank them for their reviews. The student reviewer's comments will be included in this second email.
10. Upon receipt of the reviewer notification email, the supervisor will provide feedback to the student reviewer in light of the editorial decision and the other reviewers' comments.

Any questions or comments related to the JA Ph.D. Student Reviewer Training Program should be directed to jaeditor.kcl@gmail.com. Thank you very much.

Shintaro Okazaki
Editor-in-Chief, *Journal of Advertising*
King's College London 

Announcements (Journal of Advertising Education)

Now on SAGE: THE JOURNAL OF ADVERTISING EDUCATION



The *Journal of Advertising Education* is now on SAGE, which means improved indexing, citing, and online access. In addition to traditional research articles, JAE invites narratives on teaching techniques and commentaries from advertising and marketing faculty and professionals. The new JAE website is at <http://journals.sagepub.com/home/adv>.

Jay Newell
Editor, Journal of Advertising Education
newelljj@iastate.edu

Journal of Advertising Education Revives “Best Article” Award

The University of South Carolina’s College of Information and Communications, Dean Tom Reichert, has funded the revival of the *Journal of Advertising Education*’s “Best Article Award,” beginning in 2018. All content published in the *Journal of Advertising Education* for 2018 will be eligible for the award. The selection will be made the by the JAE’s editorial review board of the Journal, and the award, along with a \$500 honorarium, will be presented to the author or authors at the 2019 AEJMC conference.

Since its founding in 1996 by the Advertising Division of the Association for Education in Journalism and Mass Communication, the *Journal of Advertising Education* has served as the focal point for peer-reviewed scholarship, technique expositions, and commentary on advertising curriculum and classroom practice.

In 2018, the Journal of Advertising Education moved to SAGE Publications, where it continues to be published semi-annually in print and online. The journal remains the official publication of the Advertising Division of the Association for Education in Journalism and Mass Communication.

Said Dean Reichert, “We strongly believe in educational excellence. What better way to recognize that excellence than by supporting top research in this important journal.”

“I’m delighted that Dean Reichert has committed the USC’s College of Information and Communications to supporting the Journal’s mission of being the enhancing advertising teaching in programs around the world,” said JAE editor Jay Newell. “The quality of research articles, teaching innovation pieces and commentaries is extraordinary, and the Best Article award recognizes the outstanding accomplishments of JAE contributors and reviewers.”

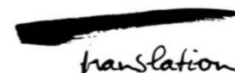
For more information, see the *Journal of Advertising Education* website: <http://journals.sagepub.com/home/adv>

Announcements (ANA Educational Foundation)

AEF's MADE Internship

The MADE (Marketing and Advertising Education) summer internship program originated from the findings uncovered in the study entitled “**Bridging the Talent Disconnect: Charting Pathways to Future Growth**”. There was a resounding call across all key stakeholders surveyed in the study – students, academia and industry – about the need to have a robust internship experience as a critical step to future entry-level employment in the advertising and marketing industry.

Over 30 students around the country took part in AEF's inaugural **2018 MADE Internship** program thanks to the following host companies:



Student applications will be accepted in the Fall for 2019 MADE Internship on aef.com. Please help us spread the word to your current juniors and seniors.

<https://aef.com/made-internship-program/>

Announcements (Job)



Department of Advertising & Public Relations

*Grady College of Journalism
and Mass Communication*

UNIVERSITY OF GEORGIA

Faculty Position in Advertising

The Department of Advertising and Public Relations in the Henry W. Grady College of Journalism and Mass Communication at the University of Georgia invites applications for one tenure-track position in Advertising to begin August 2019.

Joining the AdPR Department at Grady means being part of a dynamic program at a Research 1 university with award-winning faculty and students, many who work on interdisciplinary projects. The program has many industry partners, a Center for Health and Risk Communication, a virtual reality lab, and a state-of-the-art social media monitoring lab. The proximity to metropolitan Atlanta, a major media market and technology community, is a plus.

Academic Rank/Salary

We will consider hiring at either rank of assistant or associate professor. A candidate for Associate Professor will have a definable research stream in our field and be a recognized scholar with a strong publication record. Appointment in rank and salary will be commensurate with the candidate's qualifications and experience.

Responsibilities

Candidates must have a teaching and research concentration in and commitment to advertising as an academic enterprise. A successful candidate must have a thorough grounding in theory, research, and practice and exhibit the ability to teach a range of undergraduate and graduate courses in advertising and related topics such as media strategy and activation, digital advertising, social media analytics, advertising research/brand planning, advertising management, and/or campaigns.

Qualifications

Ph.D. in Communication, Advertising, Marketing, Psychology, and related fields with a research focus in advertising is required. Sustained evidence or strong promise of research productivity in advertising required. An ability and commitment to mentor, develop and direct a diverse group of graduate students is also required.

Application Deadline

Screening of applications will begin October 10, 2018 and continue until the position is filled. Applicants should submit a letter of application, a curriculum vita, and the names, addresses and phone numbers of three references to: <http://www.ugajobsearch.com/postings/28117>. Applicants should direct questions to Dr. Jooyoung Kim, Advertising Search Committee Chair, at jykim@uga.edu.

Learn more about the Department of Advertising and Public Relations, a top-ranked program, and the Grady College at www.grady.uga.edu. Georgia is well known for its quality of life, and for outdoor, urban, cultural and arts activities (<http://www.exploregeorgia.org/>). Athens, the home of UGA, is consistently rated as one the nation's best college towns and is a vibrant, diverse place to live (www.visitathensga.com). The University of Georgia (www.uga.edu) is a land/sea grant institution located 70 miles northeast of Atlanta, in close proximity to major media outlets, global agencies, national and international government and nonprofit organizations, Fortune 500 companies, and the world's busiest international airport.

The University of Georgia is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, ethnicity, age, genetic information, disability, gender identity, sexual orientation or protected veteran status. Persons needing accommodations or assistance with the accessibility of materials related to this search are encouraged to contact Central HR (facultyjobs@uga.edu). Please do not contact the department or search committee with such requests. ✖

Announcements (Job)



DePaul University, Chicago
College of Communication

Two Assistant Professor Positions in Advertising

The College of Communication at DePaul University invites applicants for two tenure-line **Assistant Professor positions in Advertising**, to begin August 2019. We seek two colleagues with strong commitments to excellence in both teaching and research, who will help advance DePaul's national profile in advertising education. Applicants with demonstrated success in working with diverse student bodies are strongly encouraged to apply.

Successful candidates will join a dynamic team of faculty who direct and support expanding B.A. and M.A. degree programs in Public Relations and Advertising (PRAD). Our M.A. program was recognized as Outstanding Education Program of the year in 2018 by PRWeek Awards. DePaul's location in the heart of Chicago, the nation's third largest media market, provides unparalleled opportunities to forge strong working relationships with key industry professionals and offers students cutting-edge, professional training. Research and teaching support include internal grant opportunities and the college's own academic advising and instructional design staff. Salary is competitive and commensurate with experience.

Qualifications: A Ph.D. in advertising, mass communication, or a related field is required. ABDs will be considered, but applicants must have completed a doctoral degree by the start of appointment. Successful candidates will have the ability to teach courses in advertising such as Media Planning, Digital Advertising, Research Methods, Account Planning, Writing for Public Relations and Advertising, and Creativity in Advertising for both undergraduate and graduate students. Candidates with expertise in media planning, digital and social media, and big data analytics will be given prioritized consideration. Applicants may also offer more specialized expertise in campaign tailoring such as creativity, health communication, sports communication, and ethnic advertising. The College of Communication is currently equipped with a research laboratory including hardware for collecting psychophysiological measures. Candidates who can contribute to this growing effort are highly desirable. Prior teaching experience in advertising at undergraduate and graduate levels is preferred, as is a willingness to contribute to program leadership and development. Professional industry experience is also desirable.

Application Process: Please apply using the online application form: <https://facultyopportunities.depaul.edu/postings/2013>

Applicants will need to provide 1) a letter of application that addresses your interest in and qualifications for the position; 2) a current CV; 3) three letters of recommendation; 4) one or more samples of published research; 5) Samples of recent teaching evaluations, if available. Questions or any materials that cannot be submitted electronically may be sent directly to the search chairs:

Sydney Dillard, Ph.D.
College of Communication
DePaul University
1 E. Jackson Blvd, Chicago, IL 60604
Email: sdillar2@depaul.edu
Phone: 312.362.8840

Juan Mundel, Ph.D.
College of Communication
DePaul University
1 E. Jackson Blvd, Chicago, IL 60604
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Phone: 312.362.7192

Review of applications will begin September 17, 2018 and will continue until the positions are filled.

DePaul University is committed to diversity and equality in education and employment. 

Announcements (Job)



Emerson College, Boston

Department Chair | Marketing Communication

The School of Communication at Emerson College seeks an established and innovative, academically focused teacher, scholar, and administrator for the position of Chair of the Department of Marketing Communication. The appointment begins September 1, 2019.

Emerson College is committed to an active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in the college's intellectual, social, cultural, and geographical communities. Emerson endorses a framework of inclusive excellence, which recognizes that institutional excellence comes from fully engaging with diversity in all aspects of institutional activities.

The Department of Marketing Communication, which offers a practical and theoretical approach to its diverse curriculum, houses two graduate programs (Strategic Communication for Marketing and Digital Marketing & Data Analytics), two undergraduate majors (Marketing Communication and the Business of Creative Enterprises), and three undergraduate minors (Marketing Communication, Entrepreneurial Studies, and Business Studies). Students in these programs are trained to design, implement, and evaluate marketing communication initiatives in diverse business environments. Focus areas within the curriculum include advertising, public relations, entrepreneurship, marketing in the creative industries, marketing analytics, and brand management.

This appointment is at the rank of Associate or Full Professor, and tenure transfer to Emerson is possible for candidates who already hold tenure at a comparable educational institution. Applicants should hold a terminal degree in marketing, advertising, public relations, applied communication, or a related field. Successful candidates will also possess a record of academic scholarship commensurate with their rank, a deep knowledge of the marketing communication industry, and an understanding of the range of career options available to students of marketing communication. Additionally, the incoming chair should have well-developed professional and/or academic networks that can be leveraged and extended in this new role and be committed to advancing the diversification of the department curriculum while supporting faculty working to develop more inclusive practices in their teaching.

Past administrative experience and a collaborative management style are essential in this role. As chief administrator, the chair works with the faculty to set the direction for the department. The chair is responsible for ensuring the quality and currency of the curriculum, implementing faculty recruitment and development initiatives, supporting faculty scholarship and professional work, and maintaining departmental community-building initiatives. The chair also works with faculty to launch new programs as appropriate, and collaborates with admissions, enrollment and other internal departments at the College to ensure the future health of the program.

The Chair reports to the Dean of the School of Communication and is a member of a team of academic leaders convened by the provost, called Academic Cabinet. This position provides the opportunity to advance an academic administrative career in a collegial environment. Furthermore, the position affords the opportunity to work and live in Boston, an international hub of academic, professional, and cultural activity.

Emerson College is the nation's only four-year institution dedicated exclusively to majors in communication and the arts in a liberal arts context. Its main campus is located in the center of the dynamic multicultural city of Boston, in close proximity to major

publishing houses, arts institutions, and research centers. The college also has campuses in Los Angeles and the Netherlands. Emerson College enrolls over 4,300 graduate and undergraduate students from more than 70 countries and all 50 states. Please submit a cover letter indicating your professional experience, administrative experience, teaching qualifications, and interest in the Marketing Communication Chair position. Please include a CV and contact information for three references (not to be contacted without applicant's written approval). These materials must be submitted through Emerson's applicant tracking system @ <https://emerson.peopleadmin.com/postings/17407>.

Questions about the position should be directed to the chair of the search committee, Dr. Kristin Lieb, at Kristin.Lieb@emerson.edu

Review of applications will begin immediately, and continue until the position is filled. ~~AA~~

Announcements (Job)



**The Raymond O. Mithun Land Grant Chair/Associate Professor in Advertising
Hubbard School of Journalism and Mass Communication
College of Liberal Arts
University of Minnesota, Twin Cities**

The Hubbard School of Journalism and Mass Communication (HSJMC) in the College of Liberal Arts at the University of Minnesota, Twin Cities invites applications and nominations for the Raymond O. Mithun Land Grant Chair and Associate Professor in Advertising.

About the Position

This position is the second of two Mithun Land Grant Chair positions at Minnesota. It includes a faculty appointment at the rank of Associate Professor with indefinite tenure, and a separate term appointment to the Raymond O. Mithun Land-Grant Chair in Advertising position. The faculty appointment is 100%-time over the nine-month academic year (late-August to late-May). The initial term of appointment to the Mithun Chair position is four years, 2019/20 to 2022/23, with renewal possible for additional four-year terms. This position begins fall semester 2019 (8/26/2019).

The holder of the Mithun Chair will have a wonderful opportunity to lead an innovative program of research, teach graduate and undergraduate courses in the School's strategic communications curriculum, advise both M.A. and Ph.D. students, and contribute service appropriate for the rank of appointment to the department, college, University, and profession.

Salary is competitive and will depend on the candidate's qualifications and rank, consistent with school, college, and university policy. The position is eligible for the University of Minnesota's standard benefits package available to benefits-eligible faculty and academic staff. Generous research and travel support for professional development is provided by the Hubbard School of Journalism and Mass Communication.

This position is subject to the Board of Regents Policy: Faculty Tenure, the Administrative Procedure: Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty, and additional policies and procedures, available at: <https://policy.umn.edu/>

All candidates must meet and exceed the minimum standards for tenure and rank review in the Hubbard School of Journalism and Mass Communication, as required by Section 7.12 of the Regents Policy on Faculty Tenure. The Standards for Promotion and Tenure for the Hubbard School of Journalism and Mass Communication are available at: <https://faculty.umn.edu/sites/faculty.umn.edu/files/jour.pdf>

The Workload Principles and Guidelines for Regular Faculty in the College of Liberal Arts are available at: <https://sites.google.com/a/umn.edu/cla-intranet/ofaa/resources/workload-principles--guidelines>

Required/Preferred Qualifications

A Ph.D. or foreign equivalent degree in Mass Communication, Advertising, or a closely related field is required. Candidates must have an established record of scholarly research, teaching and advising, and service appropriate to the rank of associate professor that exceeds the criteria for holding an appointment with indefinite tenure in the Hubbard School of Journalism and Mass Communication at the University of Minnesota.

Successful candidates must be preeminent academic leaders in the field of advertising and, through their scholarly reputation, will in turn enhance the reputation of the School.

Candidates must have attained national or international recognition based on the high quality of their scholarly contributions to advertising; they must be distinguished through the quality, substance, and high standards of their teaching and advising, and continued effective service to the advertising discipline and profession. Candidates must demonstrate a sustained, high level of achievement in all three areas, as measured by the distinction, significance, and impact of the research, teaching, and service.

About the Mithun Land Grant Chair

In 1987, major gifts from the Mithun Family Foundation and Raymond O. Mithun established the Raymond O. Mithun Land Grant Chair in Advertising. The endowment supports teaching and research in advertising, building upon the strengths of the University's advertising program. The chair position is the only chair in a Carnegie Research Extensive university named for an advertising agency founder. The growth of the endowment has allowed the Hubbard School to support a second chair.

Mithun received his bachelor's degree in journalism from the University of Minnesota in 1930. He co-founded the Campbell-Mithun advertising agency in 1933 at age 24 with \$1,500 of borrowed money; within 10 years the firm was one of the largest advertising agencies in the Twin Cities. Mithun was widely regarded as an advertising statesman, a leading articulator of how advertising and advertising agencies bring value to their clients and to consumers.

About the Hubbard School of Journalism and Mass Communication

The [Hubbard School of Journalism and Mass Communication](#) at the University of Minnesota is part of the College of Liberal Arts and is accredited by the Accrediting Council on Education in Journalism and Mass Communication. Founded in 1922, the School is among the foremost journalism schools in the United States supporting an undergraduate B.A. program; a professional M.A. program in strategic communication and five-year B.A. to M.A. program in health communication; and a master's and doctoral program in mass communication. The HSJMC is located in Murphy Hall, a state-of-the-art facility built for cutting edge teaching and research. With more than 27,000 square feet across five floors, Murphy Hall boasts state-of-the-art multimedia classrooms; a 145-seat multimedia auditorium; a Digital Media Studio; labs for imaging, graphics and communication design; the Digital Information Resource Center/Sevareid Library; the Silha Center for the Study of Media Ethics and Law; a multimedia conference center; an eye-tracking research lab; and focus group facilities.

The operating budget for HSJMC is approximately \$7 million, and the school has a \$38 million endowment supporting its 30 full-time faculty (including 19 tenured and tenure-track faculty). Faculty and students enjoy the support of 13 staff who professionally manage the school's information technology, media studios, accounting, and communication needs.

The Hubbard School is ideally situated in one of the nation's most dynamic and creative metropolitan regions. The Twin Cities region is home to major media institutions, strategic communication (advertising, public relations, interactive/digital communication) firms, and Fortune 500 companies. Many of these organizations operate in the health domain, including health marketing, health advocacy, clinical care, health insurance, health policy, and minority health, among many others. This has allowed the HSJMC to forge innovative partnerships and collaborations between community partners and academe in both research and teaching.

About the College of Liberal Arts

Established in 1868, the College of Liberal Arts supports the University of Minnesota's land-grant mission as home to disciplines in the arts, humanities, and social sciences. The College of Liberal Arts values diverse cultures, experiences, and perspectives as key to innovation and excellent education: <https://cla.umn.edu>

The College of Liberal Arts is committed to intellectual freedom, the pursuit of new knowledge, and the belief that the liberal arts are the foundation of academic learning. CLA prepares students to be independent and original thinkers, innovators in their chosen fields; to create meaning in their lives and in their life's work; and to become productive citizens and leaders in their communities and the world.

How to Apply

Applications must be submitted online by applying to posting #325563 through the University of Minnesota's employment system: employment.umn.edu To be considered for this position, please click the APPLY button and follow the instructions.

Materials that must be attached to the online application include: (1) a cover letter describing their interest in the position and qualifications and experience, (2) curriculum vitae, (3) narrative statements on research and teaching (please combine each statement into one .pdf), and (4) names and addresses of five references. No references will be contacted before the search committee chair notifies candidates.

All applications will be considered confidential; the search process will be closed until the campus interview stage and at that time will be limited to members of the campus community. Additional materials may be requested from candidates at a future date. Additional documents can be attached after the initial application by accessing your "My Activities" page and uploading documents there.

Review of applications will begin October 1, 2018 and continue until the position is filled. Nominations of outstanding potential candidates for this position are welcome. For position description questions or specific questions related to the search, contact Professor and Search Committee Chair, Dr. Jisu Huh, by email: jhuh@umn.edu. To request an accommodation during the application process, please e-mail employ@umn.edu or call (612) 624-UOHR (8647).

Diversity


The University recognizes and values the importance of diversity and inclusion in enriching the employment experience of its employees and in supporting the academic mission. The University is committed to attracting and retaining employees with varying identities and backgrounds.

The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the U: <http://diversity.umn.edu>.

Background Check Information

Any offer of employment is contingent upon the successful completion of a background check. Our presumption is that prospective employees are eligible to work here. Criminal convictions do not automatically disqualify finalists from employment.

About the U of M

The [University of Minnesota, Twin Cities](http://www.umn.edu) (UMTC), is among the largest public research universities in the country, offering undergraduate, graduate, and professional students a multitude of opportunities for study and research. Located at the heart of one of the nation's most vibrant, diverse metropolitan communities, students on the campuses in Minneapolis and St. Paul benefit from extensive partnerships with major news organizations, world-renowned health centers, international corporations, government agencies, and arts, nonprofit, and public service organizations. 

Announcements (The University of Texas at Austin)

“Stan Talks” Video Series Brings Lessons From Advertising and Public Relations Industry’s Brightest Luminaries Directly to Students Studying These Fields

Debut library includes contributions from TBWA\Worldwide’s Lee Clow, DDB’s Keith Reinhard, Advertising Hall of Fame inductee Carol Williams and more; available to professors and students free online beginning fall 2018

The University of Texas Stan Richards School of Advertising & Public Relations, is spearheading an initiative to bring real-world lessons from some of the field’s biggest names directly to classrooms – for the first time marrying industry and academia in an effort to better prepare future leaders exploring an ever-changing marketing world.

Adding a rich and relevant dimension to the classroom curriculum, “Stan Talks” is a new online video series launching in time for the fall 2018 semester. The library is dedicated to sharing critical lessons from luminaries and subject matter experts from brands, agencies, media shops, public relations firms and specialists across the marketing spectrum.

Inspired by Richards Group founder Stan Richards, and modeled after the critically acclaimed Ted Talks lecture series, Stan Talks includes three- to five-minute video lessons from some of the most accomplished and legendary figures in the world of advertising and public relations.

“The simple idea of collaboration between academia and industry leaders has the power to foster talent, equip students to make a mark in our business, and produce the future leaders who will continue to drive significant change in the way we build strong, enduring brands,” said Stan Richards, founder and principal creative director of The Richards Group. “I am thrilled with the chance to bring the experience and insights of our industry’s most knowledgeable leaders into the classroom, and by the generous response from those we’ve reached out to for video submissions. Everyone we have asked has immediately embraced the opportunity to participate in Stan Talks.”

Spanning a wide range of topics and categories, Stan Talks will live online at www.youtube.com/c/StanTalks and will initially include lessons such as:

- “Building the Peaceable Kingdom,” Stan Richards, founder and principal creative director, The Richards Group
- “Making the Work Better,” Lee Clow, chairman and global director, TBWA\Worldwide
- “Developing Strategic Advertising Insights,” Carol H. Williams, founder and owner, Carol H. Williams Advertising
- “Why Ethics?” Wally Snyder, executive director, Institute for Advertising Ethics
- “Advertising Today,” Keith Reinhard, chairman emeritus, DDB Worldwide
- “Artificial Intelligence,” Jamie Turner, CEO, 60 Second Marketer
- “21st Century Account Planning,” Jon Steel, global planning director, WPP Group
- “Right of Publicity,” Stu Friedel, partner, Davis & Gilbert LLP
- “Change, Grow, or Die,” Laura Desmond, founder, Eagle Vista Partners; former CEO, Starcom Mediavest Group
- “Crisis Communications in the Digital Age,” Jeff Hunt, founding partner, PulsePoint Group/ICF

“We’re building a legacy library of some of the greatest thinking in the world of advertising, available free online to students and faculty not only at the University of Texas but across the country,” said Dr. John Murphy, originator of the Stan Talks series and professor emeritus at the University of Texas Stan Richards School of Advertising & Public Relations. “We want to stimulate students with insights from the best and brightest in our industry, which is why we’re thrilled to be able to help prepare the industry’s next generation of leaders with lessons from those who have come before them.” ~~AA~~

Newsletter Advertising Policy

The AAA Newsletter carries an advertising fee for placement of ads in the Newsletter by commercial entities (e.g., publishers, etc.). The fee will range from \$50 (up to 1/2 page) to \$100 (from 1/2 page to a full page) depending on size.

As a service to AAA members, the Newsletter will continue to post job listings free of charge as well as other types of announcements such as calls for papers, academic or advertising conferences, etc. A list of organizations for which we post conference information follows: This list includes:

- ACCI – American Council on Consumer Interests
- ACR – Association for Consumer Research
- Ad Division, AEJMC (Association for Education in Journalism and Mass Communication)
- AEJ – Association of European Journalists
- AMS – Academy of Marketing Science
- AMA – American Marketing Association
- AMA SIGS – Relevant Special Interest Groups (SIGS): Advertising, Consumer Behavior, Marketing Research, Marketing and Public Policy
- APA – (Division 23 – Consumer Psychology - see SCP below);
- APA – (Division 46 - Media Psychology)
- Amer. Agri. Econ. Assoc
- EAA – European Advertising Academy
- ICA – International Communication Association
- NCA – National Communication Association
- SCP – Society for Consumer Psychology (APA Division 23)
- SMA – Society for Marketing Advances

AAA members may also run a brief (1-sentence) announcement about newly released books in the Announcements section. If members wish to run larger ads or announcements about book releases, a partial or full-page ad may be purchased.

See past issues of the Newsletter for samples on other ads that have run. Contact the Editor of the Newsletter, Joonghwa Lee at joonghwa.lee@und.edu, for additional questions or comments.

Deadline for submitting ads to the AAA Newsletter

- AAA Newsletter Published on: March 1, June 1, September 1, December 1
- Ad(s) is due by: January 15, April 15, July 15, October 15 