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# spectra

A Publication of the National Communication Association

## Special Issue: The Future of Academic Publishing

ABOUT

# spectra

## About Spectra

*Spectra* (ISSN 2157-3751), a publication of the National Communication Association (NCA), features articles on topics that are relevant to communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

The NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, the NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

*Spectra* is published four times a year (September, November, March, and May), and all NCA members receive a subscription. *Spectra* is also available via individual subscription for non-members.

In addition to feature stories about career development, external representation of the discipline, funding, higher education and disciplinary trends, pedagogy, public policy, and publishing, *Spectra* offers readers a column from NCA's president and job advertisements. Each September and March issue focuses on a specific theme.

In order to ensure that the content of *Spectra* reflects the interests and priorities of NCA members, the association has appointed a rotating advisory board that is composed of representatives from each of the four regional communication associations. The members of this group meet a few times a year to discuss ideas for themed issues, article topics, and authors. Advisory board members include:



We thank the advisory board for its contribution.

## Executive Committee, 2012



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# Special Issue on the Future of Academic Publishing: An Introduction

When you read through this special issue on scholarly publishing, one word may leap out at you: turbulent. NCA President Rich West uses it in his message to describe the "unpredictable publishing world" and, in her article about tenure, Pam Shockley-Zalabak evokes turbulence to describe the academy and the times we live in. No wonder we all feel so unsettled.

Or maybe it's just me. I am a refugee from the world of journalism, specifically newspapers (you may have heard they're dying) and, more perilously, book coverage (not quite dead yet, but getting there). So I was struck by the irony that this issue echoed themes of transformation I'd encountered in a different context.

Why have the worlds of publishing, the academy, and journalism all been hit by turbulence? Technology would be the easy answer, of course, but only if you define it broadly as a new way of doing something that makes you think differently about what you are doing, which then makes you think differently about everything else. It's like that clichéd butterfly fluttering its wings and wreaking havoc far away. So digital technology makes it easier to put scholarly research online, online journals proliferate, tenure committees are forced to question the sorts of publications they consider for promotion, and career trajectories are changed, for better and worse.

The articles in this issue of *Spectra* address how the turbulence in scholarly publishing has affected tenure and promotion, academic book production, the use (and misuse) of journal impact factors, and the dissemination of research. Shockley-Zalabak, who is chancellor at the University of Colorado-Colorado Springs, reports that "most candidates for new assistant professor positions come with publication records found only a decade ago in faculty in their third or fourth years." Yet, as publishing consultant Todd R. Armstrong points out in his primer on the academic book industry, for scholarly publishers, "the old business model of publishing hardback monographs on specialized subjects, with the majority of them selling to the library market, is no longer viable."

Meanwhile, tenure committees are more attuned to whether a candidate's research was published in journals with a high impact factor, which communication scholars Michael J. Beatty and Thomas Hugh Feeley argue is a "superficial metric of dubious validity that can be distorted by factors besides quality and actual intellectual influence." Katherine Burton, the publisher for communication studies journals at Routledge, Taylor & Francis, which includes NCA's journals, warns that "any changes in the digital publishing landscape must take care not to result in some narrow version of quality publishing and retreat from the democratization of knowledge that is central to the continuation of scholarly dissemination."

You'd be forgiven, then, for thinking that this issue of *Spectra* will be a particularly disheartening read. It won't be. The authors carefully delineate the changes affecting publishing and, in their care, they spot areas where the turbulence has created fertile ground for growth. For instance, Armstrong identifies upper-level textbooks as an area where scholarly publishers could both serve the discipline (many of the textbooks are out of date because textbook publishers are focused on introductory courses) and give a needed boost to their bottom line. Burton points out that the scholarly community has gained "more flexibility, precision, and speed" from the development of "electronic submission and peer review systems, online editing and proof correction, enhanced search and functionality, and online-only sales and distribution."

Most important, these articles all point out that this turbulence affects how scholarship is conducted, disseminated, and assessed. But it does not alter the fact that scholarship is the bedrock of the academy. "As primary agents in the production of scholarly knowledge," writes Burton, "academic researchers exist to push at the edges of thought and develop new fields of inquiry and discussion."

And, face it, a turbulent world means a world full of research opportunities. "The Arab spring, Wall Street protests, changing interpersonal relationships, governance issues, healthcare debates, crisis communication, and a host of other events and issues are influenced by individual communicative behaviors and the power of emerging social media," writes Shockley-Zalabak. "In the history of our discipline, what we study has never been more important."

Send thoughts about this issue and ideas for future issues to me at rshea@natcom.org.

Rachel Hartigan Shea
NCA Director of Publications

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MESSAGE FROM THE

# President

The title of one of my favorite Joyce Carol Oates essays is "Where Are You Going, Where Have You Been?" While the essay relates primarily to adolescence, I'm intrigued by the applicability of the title to the future of publishing in the communication discipline. I am pleased to provide a few thoughts regarding this very important subject and welcome your views as well.

I am a member of eight journal editorial boards. This enriching experience has afforded me a "front row seat" for reading scholarship that provides a foundation for our collective future in communication.

To begin, I offer four important assumptions underscoring this column:

1. Although the discipline is more than NCA, it's fair to say that because we own 10 journals, our association holds the scholarly "keys."
2. Changes in higher education necessitate changes in the type of communication scholarship being published.
3. An evolution of sorts—from the printing press to self-publishing—cannot be ignored in discussing the future.
4. Now is the time to consider what writer Kirstin Butler terms "a critical inflection point." That is, publishers are either going to survive or die and subsequently, forever have an impact on the written word, including our scholarship.

With these tenets in mind and given space limitations, I will share a few comments on the essence of this special issue of *Spectra*: *The Future of Academic Publishing*.

I believe it's time for our discipline to begin a dialogue about whether or not NCA's current scholarly configuration (e.g., 10 journals) is sufficient, relevant, and responsive to the membership's needs and our external stakeholders. For instance, since I have become an NCA officer, numerous colleagues have encouraged me to ask whether our organization should embark upon new ventures related to how our scholarship is positioned and whether we have exhausted our efforts in identifying all venues for communication research. The future of publishing, at least to some, requires us to consider carefully whether or not our journals are providing sufficient space for scholars who wish to "make a difference through their research."

I posit that although our journals do an outstanding job publishing work that interests multiple NCA populations, perhaps we are not fully addressing those populations who are non-academics. Maybe our scholarship—indeed, perhaps even the future of publishing communication research—rests upon the community of those who would benefit the most from it: the public.

For some time now, there have been serious efforts to investigate questions that while not having "statistical" significance, have "topical" significance. I'm referring, for example, to those essays/articles that have addressed such areas as race relations, human trafficking, hospice care, family stress, gang communication, and the death penalty, among a number of other socially significant areas. To be sure, over the years, NCA journals have done a remarkable job in both attracting and publishing work that represents what public relations professional Jennifer Donovan has called "real-world research." Yet, as I reflect upon the future of publishing and its many trajectories, I'm drawn to what is possible. I'm interested in knowing how we might further explore areas that non-academics would find appealing, interesting, and full of application. I'm even more interested in considering how to create an NCA conversation on establishing a formal route to publishing research that, well, is "real world" in its approach.

Let's really think about what is possible as we ponder the intersection of NCA, publishing, and the communication discipline. Communication scholar Larry Frey, in his opening address at the 2011 NCA Convention, challenged our membership to "make a positive change" with, through, and in our scholarship. Yes, many of our journals have done a remarkable job in publishing research with such a scholarly value (the *Journal of Applied Communication Research* immediately comes to mind). And yet, perhaps it's time to examine an alternative opportunity—or maybe it's complementary. The American Sociological Association, for instance, publishes *Contexts*, a magazine that "makes sociology interesting and relevant to anyone who is interested in how society operates." The most recent two issues contain articles on the Darfur genocide, democratic engagement, civic recreation, international adoption, and the notion of grieving, among other consequential topics.

With respect to the NCA, should a similar publication be initiated? Can we, for example, retool *Communication Currents* and make the resource less of a "generic" application of research and more specifically tailored to contemporary issues and challenges of the day? On a regular basis, should we be asking editors to dedicate journal space to "real world" communication research? These and many other questions seem appropriate as we look inwardly to determine our own future in the unpredictable and turbulent publishing world.

The contents of this column are aimed at starting a "difficult dialogue" in the communication discipline about where our scholarly future is heading. Many voices and life experiences will be of value as our association grapples with the future of publishing. If we are to have lasting resonance to populations outside of the academy, I believe we will have to rethink where we have been and yes, where we wish to go.

Rich West, Ph.D.
NCA President

# Tenure and Promotion in the 21st Century Academy: A Chancellor's Perspective

*By Pam Shockley-Zalabak*

When I was first asked to contribute my perspective on the future of academic publishing in relation to tenure and promotion, I questioned how my perspective could possibly differ from our generally accepted notions on this subject. Tenure and promotion in almost all institutions require scholars to create, evaluate, and disseminate knowledge. Publishing is in large part how we determine whether individuals have met the criteria we establish for tenure and promotion. The tradition is fairly straightforward, although the processes and practices associated with publishing and tenure and promotion are often murky and ambiguous. With a bit more reflection, I came to believe the future of publishing and its relation to tenure and promotion are in flux.

As a chancellor, I do have the opportunity to review tenure and promotion cases across the university. My 10 years of review experience convince me change is happening, more rapidly in some areas than others, but change nevertheless. The communication discipline faces most of the same issues and challenges I see across the academy. However, those of us in communication have more opportunity than many disciplines for our scholarship to have increased impact during these turbulent times. My perspective on the future of academic publishing, as it relates to tenure and promotion, rests on five separate but related assumptions:

1. Scholarship is critical today and will remain critical in the future to the life of the academy, our students, our communities, the nation, and the globe.

2. Turbulence in the academy and in the publishing world will influence the ways in which scholarship is both valued and disseminated.

3. Tenure and promotion will continue to be valued, but fewer overall members of the academy will engage in traditional scholarship.

4. Communication scholars increasingly will focus on multi-disciplinary, engaged work disseminated in digital formats.

5. The turbulence of today and tomorrow provides communication scholars with an extraordinary opportunity for significant contributions.

**Scholarship will remain critical to tenure and promotion.**

New knowledge, differing perspectives, disruptive innovations, global connectivity, emerging challenges, and a host of other factors all speak to the value and importance of the work of scholars. I don't envision the need for scholarship diminishing. Indeed, most would agree, the need for excellent scholarship has never been more important. I value the academy's traditions, which purport to promote and support creativity necessary to produce excellent research. Central to these traditions are tenure and promotion. (That said, I confess I do not always see these traditions operating in a completely constructive fashion.) I do believe the creation and dissemination of excellent scholarship will remain core to tenure and promotion into the future.

**Turbulence in both the academy and publishing will change how we use, evaluate, and disseminate scholarship.**

At some level, everyone reading this article has experienced turbulence in the academy. Reduction of state funding for U.S. public institutions has contributed to rising tuitions, reductions in faculty and programs, increases in non-tenured positions, pressure on salaries, and renewed calls by governance groups and the public for new and difficult types of accountabilities. The United States is defunding public education at a time when China and India and others are imitating the U.S. funding initiatives of post-World War II. Both public and private institutions are admonished to become more entrepreneurial while reducing costs. Federal funds for research are flat and in some cases declining. The pressure is enormous for faculty and administration to increase philanthropy and to partner with literally everyone from the P-12 systems to business and industry.

Competition from for-profit institutions and improvements in academic institutions throughout the globe challenge the United States in attracting international talent. Problems no longer reside neatly in departments even though we continue to be organized in that fashion. Diversity of both populations and perspectives can no longer be defined within any single national boundary. Online and telemediated education challenges the traditional classroom, as students seem to know more about technology than many faculty and most administrators. Everywhere, change moves rapidly.

The economies of publishing are as challenged as the academy. The scholarly book is at risk. Most believe the simultaneous existence of print and electronic versions of the same work will not survive much longer. Interactive tools are expanding our conceptions of almost all electronic databases. The digitization of older work is not advancing as many have hoped. The business models for journals and books are changing. E-books, rental agreements, and a host of open access platforms bring a plethora of economic, intellectual property, and technology challenges.

Only a few short years ago, publication in online journals was not "counted" by many disciplines for tenure and promotion. Clearly those days are past. It is the excellence of the work, not the dissemination format that must be evaluated for tenure and promotion. Peer review remains important and may gain in significance. However, as more and more work is multi-disciplinary in nature, the ability of peers in specific disciplines to effectively evaluate work across disciplines is challenged.

While the quality of the work must remain central, tenure and promotion criteria in the future will require more multidisciplinary foci. Craftsmanship and polish are more important than ever to speak to increasingly diverse academic audiences. Quality control through peer review continues to be desired but is currently variable for electronic journals and databases. Multimedia sites with feedback mechanisms increasingly are including scholarly work, and the overall time cycle from research to publication is shortening.

In addition, our current publication impact-rating systems appear inadequate to current challenges. Disciplines and those working across disciplines must begin to aggressively establish new evaluation

methods to preserve the quality of more conceptually complicated work. Relatively speaking, all of us will have fewer overall resources to accomplish these tasks.

**As the overall numbers of faculty grow, fewer faculty will engage in traditional scholarship and be in positions subject to tenure and promotion.**
The data from the past decade clearly demonstrate a decline in the overall percentage of total faculty in tenure-track or tenured lines. More instructors and part-time faculty populate not only the growing community college faculties but are found in almost all four-year and comprehensive institutions. In most institutions, the numbers of tenure-track and tenured lines have not decreased but the overall increase in the faculty ranks has disproportionately come in non-tenured positions. The rise of for-profit institutions where tenure is rare to non-existent contributes to the numbers. Most of the new non-tenure positions have no research or publication requirements.

The public continues to be skeptical of the value of tenure, and numerous state governors have openly called for tenure elimination. Post-tenure review standards in many institutions have been strengthened in response to public accountability mandates. Some of these trends may be related to the public's lack of understanding of the general rigor and importance of the process of moving through academic ranks from assistant to associate to full professor with tenure.

The public and private sectors in higher education generally support tenure and promotion processes as vital to excellence and the production of new ways of knowing. By contrast, the for-profit sector generally does not support tenure and promotion and makes the public argument that tenure and promotion contribute to inefficiencies and an inability to meet rapidly changing needs. While there may be merit to some of the arguments posed against tenure and promotion, the rigor of the processes over time and institutions has generated profound contributions to knowledge throughout history. The question is whether the past will prevail against the pressures to change.

I do not see promotion and tenure being removed from academic processes in any looming scenarios. I do see fewer overall positions as a percentage of all academic positions in traditional tenure-track and tenured lines. The competition for these lines will increase and the requirements for tenure and promotion likely will increase. Today, for example, most candidates for new assistant professor positions come with publication records found only a decade ago in faculty in their third or fourth years. This is true not only for the communication discipline but most other disciplines as well.

I share the perspective of several of my administrative colleagues that these realities will increase pressure on both the quality and quantity of scholarship produced. The criteria for evaluation will change to account for these new realities, in particular the new realities of dissemination of quality scholarship. The print journal and the scholarly hard copy book will be less a mandate for the future, despite the fact that evaluation criteria of the new dissemination channels are yet to be defined.

"The economies of publishing are as challenged as the academy. The scholarly book is at risk. Most believe the simultaneous existence of print and electronic versions of the same work will not survive much longer."

**Communication scholars increasingly will focus on multi-disciplinary, engaged work disseminated in digital more than print formats.**
The current turbulence of our times contributes to challenges and opportunities of particular importance for the communication discipline. Most agree emerging technologies have altered the way we experience and participate in an increasingly networked world. Communication is central in the trust crash beginning

during the 2008 global financial crisis and continuing today. The Arab spring, Wall Street protests, changing interpersonal relationships, governance issues, healthcare debates, crisis communication, and a host of other events and issues are influenced by individual communicative behaviors and the power of emerging social media. Communication scholars are challenged to examine this rapidly changing landscape as they pursue new research opportunities. Historically, we have worked more with problems or issues that have emerged. Today we are shifting to emerging issues and concerns.

The need for communication research is evident in virtually all of the major challenges facing us in the complex environments of the 21st century. Complicating research opportunities is the multi-disciplinary nature of many of the issues and problems important to study. Recent events in the Middle East illustrate the importance of understanding governance structures, social frameworks, and emerging awareness in a global world mediated by complex technologies. Communication scholarship is critical, but not exclusive, to this endeavor. Multi-disciplinary perspectives are required in order to engage in the nuanced and sophisticated research needed to produce excellent contemporary scholarship.


**Social media facilitated the chiefly peaceful protests that brought down Egyptian President Hosni Mubarak, as a man with a Facebook sign demonstrates during the "Day of Departure," which drew hundreds of thousands of Egyptians to Tahrir Square in Cairo on Feb. 4, 2011.**

requiring our criteria for tenure and promotion to reflect the changing nature of our work.

Many call for more engaged communication scholarship, that is to say, scholarship that makes a difference for understanding and making changes to address complex problems or issues. Today many contend engaged scholarship is not as highly valued as more basic work. Some truth remains in these assertions; however, a review of work in the current top journals in communication begins to challenge that perspective. The public often has been skeptical of the value of our scholarship. In the future, criteria for assessing the impact of our work likely will include assessment of our ability to make a difference with the knowledge we generate. Public value will become more of an issue. I

"Future communication scholarship needs to become more international and multi-national as problems of interest cross social, political, cultural, and geographic boundaries."

Multi-disciplinary work has increased in the sciences, particularly in the areas of biochemistry and biophysics. But multi-disciplinary work in communication is in a less developed but emerging stage. Future communication scholarship needs to become more international and multi-national as problems of interest cross social, political, cultural, and geographic boundaries. As a result, we will have difficulty in selecting a narrow range of journals or presses appropriate for communication scholarship. Quality publication choices will expand,

do not assert that engaged work is intrinsically more valuable than other forms of scholarship, but I do conclude engaged work will become a more significant factor in what we do and how we evaluate what we do.

In a time of resource scarcity, the need for external funding is increasing in order to do the type of meaningful work that is demanded of communication scholars. These resources are unlikely to be broadly available from traditional federal funding sources. Ethical issues remain for funding from a variety of private sources. Foundation funding and new approaches to institutional support for research will be required.

**Tenure and promotion policies will change.**
The debates are not new. In the early 1990s, Ernest Boyer, then chancellor of the State University of New York, and others famously called for an expanded view of academic research to include scholarship of teaching, engagement, integration, and discovery. While the scholarship of discovery continues to dominate our tenure and promotion evaluations, change is occurring. The importance of relevance in research by addressing major local, social, and global problems is gaining favor while well-executed work with limited impact is declining in perceived value.

We must, of course, guard against stifling definitions of what constitutes limited impact. Tenure and promotion standards increasingly will describe criteria for methodological and ethical rigor in data collection. Impact will continue to be measured through evaluation of dissemination channels. The numbers of channels will broaden and the hard-copy requirements of the past will give way to digital, interactive, and video formats.

Impact also will be evaluated by the use of knowledge not just in the academy but by other relevant publics. Professional practice criteria will broaden beyond the health, business, legal, and social work disciplines. While peer review will continue to be utilized to assess quality, it will be more multi-disciplinary and not always from within the academy. This broadened peer review process already exists in some science disciplines. Formal tenure and promotion policies will change and positive changes should become part of our professional dialogue.

**Concluding Thoughts**
The changes are not just coming—some, if not many, are already here. As I have previously contended, we in the communication discipline have an increasing responsibility to pursue scholarship to address new ways of being and new ways of communicating across a multiplicity of contexts. In the history of our discipline, what we study has never been more important.

Research will remain fundamental to what we do, but publishing as we currently know it will not. Producing quality work remains fundamental and communicating about that work is a key responsibility. Tenure and promotion will remain as foundational academic processes. Criteria for evaluation will include expanded concepts of peer review, more value for multi-disciplinary work, and new measures of impact. We in communication have an opportunity to become a discipline engaging in change with the knowledge that progress is preferable to becoming irrelevant. ■

*Pam Shockley-Zalabak, Ph.D., is chancellor and professor of communication at the University of Colorado-Colorado Springs. She is interested in engaged organizational communication scholarship with an emphasis on organizational trust and transformation. The author or co-author of eight books and more than 100 articles, Shockley-Zalabak continues to teach and write while performing chancellor duties. Recently named a Champion of Change by the White House, she focuses on access to the university for underrepresented populations.*

# The Changing Landscape For Academic Book Publishing

*By Todd R. Armstrong*

During the past decade, the publishing industry has been beset by a changing market and economic climate, compounded by digital content formats, the growth of online retailers and online self-publishing companies, and consolidation within the industry. Without a doubt, the industry is undergoing transformational shifts. Thanks to the vicissitudes of technology, any attempts to predict the "future" of book publishing would be short-lived at best. However, by looking at where the industry is today—and how it got there—one can better chart a course of action, particularly for writing a book, getting it published, and having it sell.

**The Publishing Industry and Its Landscape Today**

According to Bowker (the global provider of authoritative bibliographic data to libraries, booksellers, and publishers), in 2010, more than 6,100 new titles were published *each week* in the United States. This output represents a growth of 9 percent from 2008 (and a whopping 47 percent increase since 2002). What's more, if one includes "non-traditional" titles (categorized by Bowker as new reprints/editions of works in the public domain, print-on-demand titles, and self-published books—all made possible by the ever-increasing use of digital technology), the total number of new titles published jumps to 3.1 million (see chart, "Output of New Book Titles/Editions").

Clearly there are a lot of people who think they have something to say or write about. And while content remains king/queen (regardless of its medium, reading device, or platform), is it content people want? Or, more important, is it content people are *willing to pay for*?

According to *BookStats* (the first annual comprehensive survey of the U.S. publishing industry, undertaken by the Association of American Publishers and the Book Industry Study Group), during the same time period (2008 to 2010), the number of book copies actually sold increased only 4.1 percent (to 2.6 billion copies) and revenue grew 5.6 percent (to $27.9 billion). So the 9 percent growth in output is twice that of copies sold and nearly twice that of revenue growth.

Publishing is called the "book business" for a reason: Whether the publishing house is a commercial or nonprofit one, it must sell enough copies to cover

**Output of New Book Titles/Editions**

| | 2002 | 2004 | 2006 | 2008 | 2010 | % change 08-10 | % change 02-10 |
|---|---|---|---|---|---|---|---|
| Traditional | 215,138 | 275,793 | 274,416 | 289,729 | 316,480 | 9% | 47% |
| Non-traditional | 32,639 | 19,730 | 21,936 | 271,851 | 2,776,260 | 449% | 8406% |
| **TOTAL** | 247,777 | 295,523 | 296,352 | 561,580 | 3,092,740 | 270% | 1148% |

Source: R.R. Bowker LLC

its costs to remain financially solvent. If a house publishes too many books (titles or copies) that no one purchases, it won't be in business for long. And the explosion of titles thanks to the spread of print-on-demand technologies and self-publishing capabilities (such as Blurb and Lulu) only muddies the waters by increasing the offerings (as seen in the percentage increases due to the non-traditional titles in the chart "Output of New Book Titles/Editions").

The publishing industry is divided into five categories, based on market audiences:

- **Trade publishing** is geared toward the general reader and includes the sub-categories of adult fiction, adult nonfiction, juvenile, and religion. It is the largest category both in terms of net revenue and of copies sold. It accounts for 49.9 percent of all net sales within the industry.
- **K-12 educational publishing** produces school textbooks and instructional materials for primary and secondary students and teachers (and is therefore commonly referred to as "El-Hi" publishing). Because most of these products are purchased by state and local municipalities using tax dollars, this category is especially susceptible to economic factors affecting such funding.
- **Higher-education publishing** (also known as college publishing) develops and produces content for post-secondary students. As discussed further below, this category has traditionally been the most profitable of the five in the industry.
- **Professional publishing** is directed to those in legal, medical, business, and technical fields.
- **Scholarly publishing** produces academic research and scholarship primarily (1) written for one's peers and (2) purchased by libraries. Long allied with the publish-or-perish tenure-and-promotion process, this category has long been, and continues to be, the least profitable category in the industry.

When people talk about "academic publishing," they are mainly talking about the scholarly and higher-education categories. Yet, as noted above, each of these categories primarily addresses different audiences and markets, and, therefore, each functions very differently and faces its own set of challenges.

**Scholarly Publishing**

As seen in the chart "Revenue and Sales, by Category," scholarly publishing has the lowest revenue and the fewest number of copies sold in the industry. And while this category experienced a revenue growth of 4.7% from 2008 to 2010 (to $191 million), this growth most likely was the result of price increases as the number of copies sold declined 3.4 percent.

For the past 15 years or so, much ink has been spilled on the dire state of scholarly publishing, especially that of monographs. While university presses operate under different business models than for-profit commercial houses (thanks in part to subsidies, endowments, and the like), they still must sell enough copies to cover the costs of running the press. And given today's economic

**Revenue and Sales, by Category**

| Category | 2010 Revenue | % Revenue Change 08-10 | 2010 Copies Sold | Average Price |
|---|---|---|---|---|
| Trade (all types) | $13,939,879,430 | 5.8% | 2,261,275,477 | $6.00 |
| K-12 Education | $5,506,590,368 | -6.2% | 82,580,465 | $66.68 |
| Higher Education | $4,552,127,323 | 23.1% | 50,254,242 | $90.58 |
| Professional | $3,750,564,830 | 6.3% | 171,032,837 | $21.93 |
| Scholarly | $191,387,050 | 4.7% | 5,648,646 | $33.88 |
| **TOTAL** | **$27,940,549,001** | **5.6%** | **2,570,791,667** | **$10.87** |

Source: *Bookstats*, 2011

climate of accountability and sustainability, the old business model of publishing hardback monographs on specialized subjects, with the majority of them selling to the library market, is no longer viable, and it hasn't been for some time.

Two of the largest factors affecting the health of this category are (1) the sheer proliferation of titles and (2) shifting library budgets.

1. For the increasing number of titles being published, both the publishing industry and the academy are to blame—the industry because acquisitions editors are given ever-higher numeric signing goals each year (and for editors to keep their jobs, they need to meet or exceed these goals every year) and the academy because tenure and promotion are so closely tied to the publication of a printed book. As mentioned earlier, a lot of work is being published, but is it work people are purchasing? If not, the cost effectiveness of such a venture is easily called into question, especially in these economic times.

2. Shifts in library budgets have had a huge and detrimental effect on scholarly publishing, as libraries are the primary market/purchasers of said product (whereas library patrons and professors are the primary audience). Ten to 15 years ago a scholarly press could count on selling roughly 1,500 to 2,000 copies of an individual title, thanks in large part to standing orders from university libraries. Selling this amount would make such a title financially feasible. Nowadays, such a title is lucky if it sells 200 copies. According to reports from the American Library Association, "new book acquisitions" has fallen to fourth place on the list of buying priorities, behind (1) journal subscriptions, (2) new technology initiatives/updates, and (3) theft prevention.

In addition to general market and economic factors affecting scholarly publishing as a whole, the communication studies discipline suffers as it has no press actively dedicated to publishing work of the discipline. While there are some presses that focus on media studies or specialized contexts in rhetoric, there is no one press that covers the breadth (and wealth) of communication studies. Instead, books by scholars in the discipline are, when published by university presses, found on those presses' psychology list, cultural studies list, or sociology list, among others.

However, all is not doom and gloom for the scholarly category, most notably thanks (1) to the collaboration amongst university presses and (2) to cost savings resulting from digital technology.

1. Unlike the larger commercial houses that are fiercely competitive for market share, a sense of collegiality remains amongst university presses (in large part given that their publishing mission differs from that of commercial publishers). The Association of American University Presses meets regularly and readily shares information gleaned from its various reports and task forces. With recent advances in technology affecting e-books, print runs, etc., this group has become very proactive in finding alternative business models to keep the scholarly category afloat.

2. Electronically delivered digital formats don't incur many of costs associated with publishing printed books (for example, for paper, printing, and binding; storage and warehousing; postage and distribution), costs that incur whether a book sells or sits in the warehouse for years. Therefore, digital-format-only books and monographs (e.g., e-books) have a better chance at recouping their costs than their print companions. While digital format sales are currently a small percentage of the overall sales in this category ($26,000 vs. print's $166,000), digital revenue growth increased 32.8 percent from 2008 to 2010—whereas print revenue growth increased a mere 1.6 percent.

**Higher-Education Publishing**

While scholarly publishing has been the least profitable category in the industry, the higher-education category has long been the most profitable one. As seen in the chart "Revenue and Sales, by Category," it's the

one category that has had significant revenue growth (which is the result of increasing student enrollments rather than higher book prices). Furthermore, the $4.6 billion in sales only represents *new* books sold by publishers. If one includes the sales of used books (from which the publisher and author receive no revenue), course-packs, and self-published works, the National Association of College Stores estimates the market to be $10.25 billion.

The profitability of this category is the result of a number of factors:

- *Guaranteed Market:* The number of post-secondary students continues to increase, especially with the proliferation of distance learning and online courses.
- *Captive Market Audience:* Students are literally told on the first day of class, "You should buy this book if you want to do well in this course."
- *Adoption Sale vs. Individual Sale:* It's much more cost-effective to process one order for 50 books being shipped to one location than it is to process and ship 50 individual orders, each for one book copy.
- *Superior Market Knowledge:* Thanks to college publishers' sales reps, who have daily contact with adoption decision makers and who provide feedback and data to the main office, publishers in this category have a much better sense of course market sizes, knowledge of the competition and of what's selling in the marketplace, and ideas for what's needed. Having this information (such as that 1 million-plus students take public speaking each year, 400,000 take introduction to interpersonal communication, and 70,000 take communication theory) enables college publishers to better forecast potential sales and to invest costs accordingly.

Because of this better defined and reachable market, college publishers were seen as a good investment, and by the mid-1990s consolidation within the industry began: Of the 30-plus publishers one could have approached with a book idea in communication studies back then, today the number is much fewer thanks to the mergers and acquisitions of so many houses, such as:

- *Cengage Learning (formerly Thomson)* = Harcourt Brace + Holt + South-Western + Wadsworth + Worth
- *McGraw-Hill Education (currently up for sale)* = Brown & Benchmark (formerly WCBrown) + Duskin + Mayfield + NTC + Random House
- *Pearson Education* = Addison Wesley + Allyn & Bacon + HarperCollins + Longman + Prentice Hall + Scott Foresman + Houghton Mifflin's communication list (the rest of Houghton's disciplines were acquired by Cengage)

Smaller presses weren't immune either, as seen by the acquisitions of Lawrence Erlbaum Associates, Blackwell, and Roxbury by John Wiley & Sons, Taylor & Francis/ Routledge, and Oxford University Press respectively.

Because these are commercial enterprises (often with a huge debt they need to pay off, thanks to the acquisition), the focus on the bottom line becomes sharper and the timeline for their return on investment becomes shorter. These companies, therefore, want to publish for the largest markets as these are where the greatest number of students/purchasers is—thus the glut of textbooks for the introductory markets and a dearth of new titles for courses offered at the junior, senior, and graduate levels.

If you're a stockholder in a company with 400-plus sales reps, where do you want them spending their time: promoting their texts for the introduction to public speaking course (1 million-plus students each year) or for the family communication course (40,000 students, tops)? Remember, it's the book *business*.

Developing and revising introductory textbooks, the complimentary instructional resources that accompany them, and the Internet products to further support them requires a lot of money (as does the marketing thereof). The added resources these mergers bring about in-house allow these companies to invest in and develop superb instructional and technological ancillaries whose costs can be leveraged across a number of titles.

**Digital vs. Print Formats, Higher-Education Publishing**

| | 2008 | 2010 | % Change |
|---|---|---|---|
| Net Revenue, Digital Formats | $336,460,013 | $570,182,925 | 69.5% |
| Net Revenue, Print Formats | $2,868,831,588 | $3,326,346,251 | 15.9% |
| Copies Sold, Digital Formats | 3,987,439 | 6,129,023 | 53.7% |
| Copies Sold, Print Formats | 33,998,953 | 35,755,630 | 5.2% |

Source: *Bookstats*, 2011

The higher-education category is the only one within the industry in which both revenues and copies sold increased in both print and digital formats from 2008 to 2010. However, as seen in the chart "Digital vs. Print Formats, Higher-Education Publishing," the percentage growth in revenue and in copies sold for digital formats far surpassed that of print.

Unfortunately, the downside of these mergers and this growing investment in introductory texts and their ancillaries is the relatively scant attention given to upper-level courses in terms of developing (and marketing) new texts. Either what's available in the market are revisions of books originally written in the 1980s (and often not truly reflective of the course material today) or course-packs of journal articles (which often lack the foundation material needed for undergraduates approaching the subject for the first time). There are fewer and fewer book publishers for these courses, and because these tend to be smaller publishers, they often lack the marketing and sales operations/resources of the big houses. As a result, their offerings aren't as well known.

**Going Forward**

Twenty years ago, advances in technology affecting the publishing industry mainly had to do with production and manufacturing. Nowadays, it affects *all* aspects, including editorial, so it's moved from the tactical to the strategic.

Digital technology is a double-edged sword: on one side, it's enabling the creation and dissemination of untold amounts of content; on the other side, it's increasing the amount of product in an already crowded and noisy marketplace. Because *anyone* can now publish *anything,* there will still be a need for publishers and their editors to select, shape, and market work that is noteworthy.

For scholarly publishers, cost savings brought about (1) by publishing fewer titles overall, (2) by advances in short-run and print-on-demand technologies, and (3) by publishing monographs only in digital formats may buoy up the category (especially if the academy overcomes its bias for the *printed* book). What would offer a life preserver to the scholarly category would be to expand its editorial strategy by providing texts appropriate for course use at the junior, senior, and graduate levels. Courses at these levels are being overlooked by the large commercial houses, so there is a ready and wanting market. Publishing textbooks at this level would not demean a press's prestige; rather, doing so would only complement its overall educational mission.

In the commercial higher-education marketplace, the communication and media studies discipline is extremely fortunate in that its acquisitions editors have been, for the most part, quite stable (vs. those for other disciplines who seem to last only two to three years). This longevity bodes well for the discipline as these editors are truly engaged with and care about the discipline. In addition, they are actively looking for content that will move ideas forward, will offer better alternatives, and will *sell*. ■

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# Journal Impact Factors: Uses and Misuses

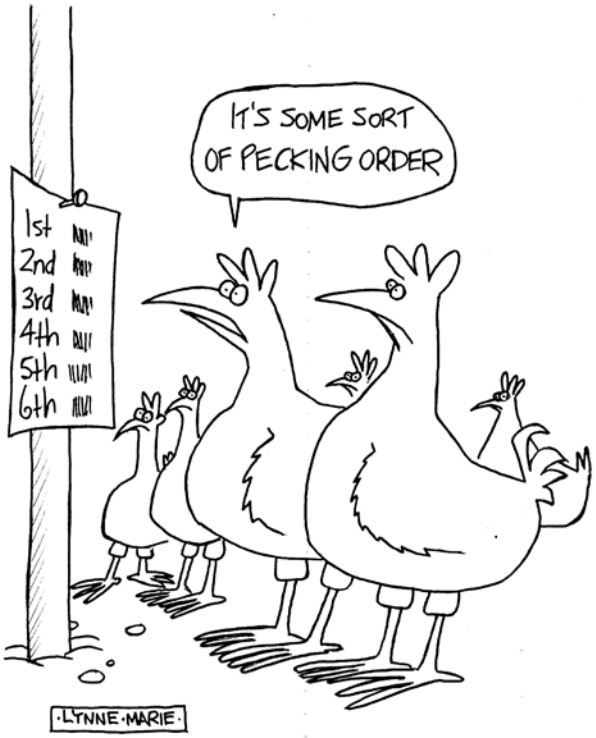
*By Michael J. Beatty and Thomas Hugh Feeley*

Although studies tracking research productivity[1] and citation patterns in general[2] have appeared in major communication journals over the years, emphasis on journal impact factors (JIFs) in particular is a fairly recent phenomenon. Most colleagues we talk to in the discipline are unaware of how impact factors are calculated, what they do and don't represent, and how they should and should not be used; even fewer of our colleagues are familiar with the rather large body of research literature that has accumulated regarding impact factors.

Impact factors were initially developed as a metric to assist librarians in decision-making about which journals should be stored electronically, which should be kept in paper form, and which should be dropped altogether. However, like many metrics, they can be misused. This article provides a primer of sorts and a cursory overview of some of the important issues related to journal impact factors.

**How Are Journal Impact Factors Calculated?**

Impact factors are based on two databases, the Science Citation Index (SCI) and the Social Science Citation Index (SSCI), compiled by Thomson Scientific, formerly




1. Bunz, U. (2005). Publish or perish: A limited author analysis of ICA and NCA journals. *Journal of Communication*, 55, 703-720.
2. Hickson, M., Stacks, D.M., & Bodon, J. (1988). The status of research productivity in communication: 1915-1995. *Communication Monographs, 66*, 178-197; Funkhouser, E.T. (1996). The evaluative use of citation analysis for communication journals. *Human Communication Research, 22*, 563-574; Reeves, B., & Borgman, C.L. (1983). A bibliographic evaluation of core journals in communication research. *Human Communication Research, 10*, 119-136; Rice, R.E., Borgman, C.L., & Reeves, B. (1988). Citation networks of communication journals, 1977-1985: Cliques and positions, citations made and citations received. *Human Communication Research, 15*, 256-283.

the Institute for Scientific Information (ISI). Roughly speaking, the impact factor associated with a journal represents the number of times articles published in a journal are cited during a specified interval of time (typically 1 to 5 years) relative to the number of articles appearing in the journal during the same period.[3] Simply, journal impact factors represent the average number of citations to a journal per "citable" item (usually a research article) published in the journal for a specified period. Based on this algorithm, a journal that publishes many articles can have a smaller impact factor than another even though the former is cited much more frequently. Criticism of this approach abounds.[4]

**Do Journal Impact Factors Necessarily Correspond to Influence on Scholarship?**

In the calculation of impact factors, a cited article's degree of influence is not taken into consideration. Each article cited counts equally regardless of how it did or did not influence the discipline or field. However, when we consider the impact of a scholar's work, we usually mean something different than merely how many times it has been cited. Differences in impact seem evident in the way different citations explicitly influence scholars' thinking; some citations clearly play a greater role than others in shaping approaches to communication inquiry. A citation has more impact on the direction of a discipline if, for example, an entire theoretical perspective is based on another's work or if the measure used was developed in the cited study than if citations are included at the insistence of journal reviewers long after the study was conceptualized or selected to curry favor with potential reviewers or copied from other scholars' reference lists merely to acknowledge previous research tangentially related with the citer's study.

Indeed, a small cluster of articles, or even a single essay, can sometimes profoundly influence large numbers of scholars' thinking and approach to inquiry because, at times, quality and quantity are not the same things. Just as the number of publications by a scholar can be different from the scholar's influence on a discipline or field, the relative influence of particular journals ought to depend more on how articles published in them shape theoretical and methodological development than on mere citation counts.

In spite of these arguments, some contend that the fact an essay has been cited means it had impact on the scholar.[5] Whether journals with the largest impact factors indicate which ones have the greatest influence on conceptual and methodological progress in the discipline remains open to speculation.[6]

In an effort to shed some light on the debate, Beatty, Feeley, and Dodd (in press) content-analyzed *Communication Monographs* (*CM*) and *Human Communication Research (HCR)* for 2007 through 2009. Every citation ($f$ = 579) in either journal was coded with respect to the function it served. Some citations made substantial theoretical or methodological contributions to the essay (e.g., the citation was the basis for the rationale for the study, the justification controlling certain effects, or a key feature of the methodology

3. Garfield, E. (1999). Journal impact factor: A brief review. *Canadian Medical Association Journal, 161*, 979-980.

4. Kurmis, A.P. (2003). Understanding the limitations of the journal impact factor. *Journal of Bone and Joint Surgery*, *85*, 2249-2454.

5. Feeley, T.H. (2008). A bibliographic analysis of communication journals from 2002 to 2005. *Human Communication Research, 34*, 505-520. Garfield, E. (1970). Citation indexing for studying science. *Nature, 227*, 669-671. Garfield, E. (1972). Citation analysis as a tool in journal evaluation. *Science, 178*, 471-479. Garfield, E. (1986). Which medical journals have the greatest impact? *Annals of Internal Medicine, 105*, 313-320. Garfield, E. (1999). Journal impact factor: A brief review. *Canadian Medical Association Journal, 161*, 979-980. Garfield, E. (2006). The history and meaning of the journal impact factor. *Journal of the American Medical Association, 295*, 90-93. Saha, S., Saint, S., Christakis, D.A. (2003). Impact factor: A valid measure of journal quality? *Journal of the Medical Library Association, 91*, 42-46. Tsay, M. (1998). The relationship between journal use in a medical library and citation use. *Bulletin of the Medical Library Association, 86*, 31-39.

6. Hansson, S. (1995). Impact factor as a misleading tool in evaluation of medical journals. *Lancet, 346*, 906. Rosser, M., Van Epps, H., & Hill, E. (2007). Show me the data. *Journal of Cell Biology*, *179*, 1091-1092. Seglen, P.O. (1992). The skewness of science. *Journal of the American Society for Information, 43*, 628-638.

such as measurement scale or technique). Other citations served a utility or convenience function (e.g., one citation in a list of references to support a generic point such as "A considerable amount of research has focused on X"). Inter-coder reliability was high (96 percent agreement). Author self-citations were removed, but journal self-citations were included and coded as such.

The results indicated that despite the fact that *HCR's* impact factor was almost twice that of *CM* for that period, there were more citations to *CM* than to *HCR* that made substantial theoretical or methodological contributions, even when citations within the pages of *HCR* were examined. The difference in impact factors between the two journals was due to many more *HCR* convenience citations to articles published in *HCR*. Although a single study of two journals for a three-year period does not provide a definitive answer to the question, the Beatty, Feeley, and Dodd study is consistent with Seglen's observation that "citations are not issued as an entirely fair and objective record of influence."[7] At this point, it appears that Garfield, the originator of JIFs, was correct when he acknowledged that "citation frequency is, of course, a function of many variables besides scientific merit."[8]

**Should JIFs Be Used to Evaluate the Relative Impact of a Field or Discipline?**

The impact factors for journals such as *Communication Monographs* or *Human Communication Research* are generally around 2.0, which is relatively small. The largest impact factor for a communication journal reported by *Journal Citation Reports* for 2010 was for the *Journal of Communication* at 3.37. To put these impact factors in context, the JIF for *Science* is more than 10 times larger, meaning that on average, the articles published in it are cited more than 10 times more often than are communication research articles. However, that difference occurs because there are more than 10 times as many journals in which *Science* is a relevant source.

In terms of more common comparisons, such as psychology, an analysis of citation patterns and resulting JIFs is quite illuminating. It will come as no surprise to readers of communication journals that we frequently cite psychology journals, but they rarely cite our work. However, the impact of that practice with respect to JIFs for communication and psychology journals is more profound than most members of our discipline might realize. For example, according to *Journal Citation Reports*, the 2008 JIF for the *Journal of Personality and Social Psychology (JPSP)*, a journal frequently cited by communication scholars, is 5.1. Although not reported in the Beatty, Feeley, and Dodd article, citations to the *JPSP* appearing in *HCR* and *CM* were recorded. It turns out that the number of citations to *JPSP* in *HCR* and *CM* was almost as large as the combined number of citations to *HCR* and *CM*, meaning that a hefty chunk of *JPSP's* impact factor is attributable to communication scholars citing the journal in our journals.

Consider the appearance of the relative impact of the two disciplines if communication scholars were to stop citing *JPSP*; *CM* and *JPSP* would post very similar journal impact factors. Imagine that communication scholars reduced the number of citations to *JPSP* by roughly 5 percent per year while simultaneously increasing citations to *CM* by 5 percent per year. In terms of actual number of cites, the difference would not be detectable to the casual reader, but after a few years to those monitoring JIFs, trend lines would emerge indicating that the impact of *JPSP* was waning while *CM* was gaining influence in the study of social interaction.

7. Seglen, P.O. (1992). The skewness of science. *Journal of the American Society for Information, 43*, 636.
8. Garfield, E. (1972). Citation analysis as a tool in journal evaluation. *Science, 178*, 471-479.

We are not proposing that communication scholars stop citing any journal or increase citation to a journal for tactical purposes. But this example underscores the notion that the sensitivity of JIFs to factors unrelated to quality renders JIF-based comparisons between disciplines or fields problematic at best.

### Should JIFs Be Used to Evaluate Individual Faculty Members?

Although the literature indicates that JIFs are inappropriate measures for the evaluation of individuals, committees at the university level are beginning to use them. In a 2008 report, Feeley observed, "Journal impact rankings provide objective data for tenure, promotion, and, possibly, grant review committees on the quality of scholars' works. Publication in higher impact journals is often equated with quality of scholarship."[9] Similarly, Seglen noted that "ideally, published scientific results should be scrutinized by true experts in the field and given scores for quality according to established rules," but reviews conducted by committees composed of faculty members from outside disciplines often rely heavily on "secondary criteria like crude publication counts, journal prestige, the reputation of authors and institutions, and estimation of importance and relevance of the research field."[10]

Indeed, numerous scholars across multiple disciplines have observed the widespread and growing use of journal impact factors as proxies for research quality.[11] Although the allure of an objective, single digit proxy for journal quality is understandable, the validity of journal impact factors as indices of quality should be a central concern to our discipline because recognition for scholarly accomplishment and contribution is foundational to the society of scholars.

### What About the Research That Is Cited in Support of the Validity of JIFs?

Support for the validity of impact factors as a metric for assessing quality of research journals is most frequently derived from Kurmis' literature review.[12] Among the conclusions reached by Kurmis after reviewing the research, however, was that impact factors have proven "invaluable for researchers and librarians in the selection and management of journals" but "extension of the impact factor to the assessment of journal quality or individual authors is inappropriate." Kurmis further argues, "Individuals and governing bodies that use the impact factor for these purposes demonstrate poor understanding of a tool that should perhaps more appropriately be termed the 'journal citation ratio' or the 'journal citation index.'" The reservations expressed by Kurmis are based on a widely recognized fact that impact factors are affected by numerous factors other than the quality or intellectual influence of articles appearing in them.[13]

### How Accurate and Representative Are the Data on Which JIFs Are Based?

Several scholars have identified crucial shortcomings in the Thomson Scientific (formerly ISI) database. Certainly, communication scholars have noted that

9. Feeley, T.H. (2008). A bibliographic analysis of communication journals from 2002 to 2005. *Human Communication Research, 34*, 508.

10. Seglen, P.O. (1997). Why the impact factor of journals should not be used for evaluating research. *British Medical Journal, 314*, 498.

11. Hansson, S. (1995). Impact factor as a misleading tool in evaluation of medical journals. *Lancet, 346*, 906. Rosser, M., Van Epps, H., & Hill, E. (2007). Show me the data. *Journal of Cell Biology*, *179*, 1091-1092. Seglen, P.O. (1992). The skewness of science. *Journal of the American Society for Information, 43*, 628-638. Seglen, P.O. (1997). Why the impact factor of journals should not be used for evaluating research. *British Medical Journal, 314*, 498-502.

12. Kurmis, A.P. (2003). Understanding the limitations of the journal impact factor. *Journal of Bone and Joint Surgery*, *85*, 2249-2454.

13. Folly, G., Hajtman, B., Nagy, J.I., & Ruff, I. (1981). Some methodological problems in ranking scientists by citation analysis. *Scientometrics, 3,* 135-147. Hamilton, D.P. (1990). Publishing by – and for? – the numbers. *Science, 250*, 1331-1332. Hansson, S. (1995). Impact factor as a misleading tool in evaluation of medical journals. *Lancet, 346*, 906. Moed, H.F., & van Leeuwen, Th. N. (1996). Impact factors can mislead. *Nature, 381*, 186. Seglen, P.O. (1992). The skewness of science. *Journal of the American Society for Information, 43*, 628-638. Seglen, P.O. (1997). Why the impact factor of journals should not be used for evaluating research. *British Medical Journal, 314*, 498-502.

alternative spelling of authors' names across citations affects the database[14] and that the database omits many communication journals in which communication research is cited,[15] producing an underestimate of the number of citations that should be attributed to a particular communication journal. Moreover, Rosser, Van Epps, and Hill purchased the database for several journals from Thomson Scientific and discovered that "first, there were numerous incorrect article-type designations.... Second, the numbers did not add up. The total number of citations for each journal was substantially fewer than the number published on the Thomson Scientific, Journal Citation Reports (JCR) website."[16] In fact, Rosser, Van Epps, and Hill found that the numbers for some journals were off by as much as 19 percent. They then requested the database actually used to calculate published impact factors from Thomson Scientific and received one that "still did not match the published impact factor data. The database appeared to have been assembled in an *ad hoc* manner to create a facsimile of the published data that might appease us. It did not." Concerned that important decisions such as those regarding promotion, tenure, research funding, and which journals to stock in libraries were being based on erroneous data, Rosser, then executive director of the Rockefeller University Press, Van Epps, then executive editor of the *Journal of Experimental Medicine*, and Hill, then executive editor of the *Journal of Cell Biology*, concluded that "just as scientists would not accept the findings in a scientific paper without seeing the primary data, so should they not rely on Thomson Scientific's impact factor."

Second, several scholars have pointed out that even journal impact factors derived from accurate databases are not statistically representative of the distribution of citations for the articles in a particular journal. As far back as 20 years ago, Hamilton[17] observed that even among upper-echelon journals such as *Nature*, *Science*, and the *New England Journal of Medicine*, major differences in impact factors can be the result of just a few heavily cited references, which Rosser, Van Epps, and Hill refer to as "blockbuster papers."[18] For instance, Seglen found that 15 percent of the articles published in biochemistry journals account for 50 percent of the citations.[19] Rosser, Van Epps, and Hill reported that 89 percent of the citations to *Nature* consist of only 25 percent of its published papers.[20] In fact, they noted that the initial human genome paper published in *Nature* in 2001 produced 5,094 citations in just six years. In these types of cases, which are the norm, the average paper published in a high-impact journal isn't cited any more often than the average article appearing in a moderate-impact journal.[21]

Although research findings show that scholars' judgments about the quality of journals they haven't ever read appear to be based on the overall reputations of the journals,[22] readers' evaluations of the quality of articles actually read are not influenced by the reputation of the journal in which the articles are published.[23] Therefore, evaluations of researchers' quality based on the impact factors for the journals in which their work appears, especially if the work in question is not a "blockbuster," are likely to be misleading.

14. Feeley, T.H. (2008). A bibliographic analysis of communication journals from 2002 to 2005. *Human Communication Research, 34*, 505-520.
15. Levine, T.R. (2010). Ranking and trends in citation patterns of communication journals. *Communication Education, 59*, 41-51.
16. Rosser, M., Van Epps, H., & Hill, E. (2007). Show me the data. *Journal of Cell Biology*, *179*, 1092.
17. Hamilton, D.P. (1990). Publishing by – and for? – the numbers. *Science, 250*, 1331-1332.
18. Rosser, M., Van Epps, H., & Hill, E. (2007). Show me the data. *Journal of Cell Biology*, *179*, 1091.
19. Seglen, P.O. (1997). Why the impact factor of journals should not be used for evaluating research. *British Medical Journal, 314*, 498-502.
20. Rosser, M., Van Epps, H., & Hill, E. (2007). Show me the data. *Journal of Cell Biology*, *179*, 1091-1092.
21. Seglen, P.O. (1997). Why the impact factor of journals should not be used for evaluating research. *British Medical Journal, 314*, 498-502.
22. Saha, S., Saint, S., Christakis, D.A. (2003). Impact factor: A valid measure of journal quality? *Journal of the Medical Library Association, 91*, 42-46.
23. Christakis, D.A., Saint, S., Sara, S., Elmore, J.G., Welsh, D.E., Baker, P., & Bute, J.J. (2000). Do physicians judge a study by its cover?: An investigation of journal bias. *Journal of Clinical Epidemiology*, 53, 733-778.

## Concluding Remarks

The implications of this article are worth considering when evaluating faculty members research, journal quality, or disciplines. Beatty, Feeley, and Dodd's (in press) content analysis confirmed that many of the criticisms of journal impact factors recorded in the literature are applicable to the comparison of *Communication Monographs* and *Human Communication Research*. If different impact factors correspond to the influence work published in journals has on conceptual and methodological development, they failed to do so from 2007 to 2009 for the journals studied.

It is important to recognize that although journal impact factors can provide useful information to professional associations regarding journal recognition and number of citations per article published, the metric is generally uninformative about how the work published in a journal affects scientific progress in a discipline. While it is certainly true, as many proponents of impact factors suggest,[24] that a never cited article has little impact, it does not follow that a widely cited piece necessarily does, nor does it follow that an average article appearing in one journal has more influence on a discipline than an article published in a journal with a lower impact factor. Rather than relying on a single metric, which Martin refers to as the "lazy" approach,[25] evaluating the quality of a particular article or a research program can be better accomplished, as Seglen argued,[26] by actually reading the work in light of the discipline's conventions or standards for excellence. Likewise, perhaps reading the work in which the article in question is cited to determine how, if at all, the piece influenced its citer would lead to a more accurate estimate of influence.

Regardless of how frequently this article is cited, perhaps its most meaningful influence would be as a source that can be used to prevent our journals and the work of colleagues publishing in them from being marginalized by the application of a superficial metric of dubious validity that can be distorted by factors besides quality and actual intellectual influence. ■

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24. Foster, W.R. (1995). Impact factor as the best operational measure of medical journals. *Lancet, 346*, 1301.
25. Martin, B.R. (1996). The use of multiple indicators in the assessment of basic research. *Scientometrics, 36*, 343-362.
26. Seglen, P.O. (1997). Why the impact factor of journals should not be used for evaluating research. *British Medical Journal, 314*, 498-502.

# Exploring the Landscape of Digital Publishing

*By Katherine Burton*

The academic publishing world has seen a great deal of change in the past 10 to 20 years and is set to see more in the coming years as technology develops and research output continues to grow. This article presents a brief snapshot of the digital publishing moment in which academic journal publishers find themselves and how they came to be here, along with some thoughts about the future of digital publishing. Within a shifting journals world, continuing to work in partnership with the global research community in order to make the most out of the rapid technological progressions is key to the success of our business and the communication of scholarly knowledge.

**Where are we and how did we get here?**

Up until the early 1990s, the electronic version of the scholarly article remained very different to the CrossRef-enabled, citation-linked PDFs with which we are now familiar. Along with the rapid growth in digital technology within that decade, publishers realized that they, too, had to move away from the simple electronic conversion of the print article in order to provide the research community with the valued service required to continue the scholarly conversation. Fairly rapidly thereafter, the shift in paradigm—from print to online—had started to drive the potential for product change: the online journal.

As electronic journal products became central to the future of the academic publishing business, more investment in the technologies that would support the journal products was required. With the scholarly publishing community having spent an estimated $5 billion since 2000 on digital technologies, according to *STM Publishing 2010*, produced by stm International Association for Scientific, Technical, and Medical Publishers, the emerging landscape became a fertile ground for innovation in the development of scholarly communications.

Through investment in technologies and the development of e-journal publishing programs, publishers' models embraced the digital world to provide more value-driven support for the research community. Electronic submission and peer review systems, online editing and proof correction, enhanced search and functionality, and online-only sales and distribution offered more flexibility, precision, and speed to the scholarly community. More content was available to more customers and more choice provided to the library community to expand its holdings. Partnerships with international groups enabled philanthropic publishing projects to fill the gaps that traditional sales couldn't reach and increasingly content was promoted through electronic marketing channels.

Providing the means by which the global research community could connect with each other and occupying a space in an increasingly networked world, the previous process-driven—print and distribution—publishing began to rapidly revolve around developments in technologies. However, despite the changes to publishers' processes prompted by these developments, the basic principles of scholarly publishing remained central to the scholarly publisher's concern: rigorous peer review, quality production, and broad dissemination.

***How did publishers respond to the changes?***

Our online world is constantly changing. From the early 2000s, academic journal publishers, as custodians of scholarly content, made significant investments in technologies to create stable and user-friendly online platforms. Without having to broker the publication of journal content online with an external third party (for example, MetaPress, Ingenta), publishers retained more control over the publication process and built online platforms that could support the central tenets of scholarly communication as noted above, and provide a solid foundation for future digital publishing developments.

Publishers' online platforms required swift search and browse functionality as standard, but the validation of content online was an essential part of publishers' copyright and intellectual property rights management. Adding value to the online version of the research article through partnerships with organizations such as CrossRef made good use of the technologies available and kept safe the online Version of Record (VoR). In addition, publishers' digitization projects and online archive hosting over the last 10 years have provided scholarly partners with access to archived content and secured a sustainable future for these archives via partnerships with projects such as CLOCKSS.

Innovations in technology powered solutions for the delivery and security of the online article, but also enabled publishers to partner more closely with the library community to provide flexibility in sales options and to support access into content. Sales models have evolved to include online-only options for libraries as well as the provision of content to groups of libraries via consortia and sales deals. Digital archives have also been created and in many cases individual journal archives can be purchased by libraries whose print inventory, in some instances, has been supplanted by coffee shops and soft furnishings, completing collections and providing yesterday's research to tomorrow's researchers today. Initiatives such as Ringgold have also provided a simple consolidation of information exchange between publishers and libraries, enabling more efficient and accurate access into content for the end users.

Through digital publishing initiatives, publishers have been able to develop philanthropic access deals that make journals available to libraries in low-income countries. Projects such as Publishers for Development (a joint initiative of The Association of Commonwealth Universities and International Network for the Availability of Scientific Publications) ensure that scholarly content is provided to a range of researchers and libraries throughout the world.

"Our online world is constantly changing. From the early 2000s, academic journal publishers, as custodians of scholarly content, made significant investments in technologies to create stable and user-friendly online platforms."

Through the use of digital publishing to mediate collaborations with reciprocal organizations, publishers are able to provide more support for their scholarly partners. Partnerships with disciplinary organizations, such as NCA, provide publishers with essential links into research communities. In turn, through the provision of the association's journals online, the publisher connects the association's research with a global community of readers, endorsing the version of record and ensuring wide dissemination of trusted quality content.

Publishers continue to be responsive to change. An exploration of the landscape of digital publishing, in relation to academic journals and their future, should consider what forces are acting on publishing and how their interaction may shape publishing over the next few years.

**Where are we going?**

In the landscape of digital publishing described above, two forces acting on publishers appear: platforms and partnerships. The following are a few suggestions for what landscape may emerge from the interaction between publishers and these forces in the future.

***Platforms***

The current, enhanced digital VoR embodies peer-review integrity and is more stable, functionally more sophisticated, and published more swiftly online with greater accuracy in typesetting and editing. More content published online means more potential readers, so the experience must be good (either as author or reader) in order for submissions to persist and return visits to be made to the site/journal. Current platforms host multimedia files alongside the research article and link out to related content and datasets—enhancing the reader experience and reaching out to new communities via blogs and social bookmarking, helping readers collate what they want to read, and adding more source materials to the offerings made to researchers. Related to this is the potential that digital publishing provides in terms of developments for the textbook. Companion websites provide teachers and students with additional materials for use in the classroom and offer a portal through which journal article and book chapter content come together. Curating content, through joined-up online platforms and subject-specific portals, provides readers with a one-stop shop for their teaching and research needs.

In addition, academic publishers recognize that sources themselves are changing, as evidenced in the rise in the use of You Tube and v/blogs in teaching and research.

Virtual Learning Environments and the reader's changing experience (using mobile devices, iPads, smartphones, and so on) are already having an impact on teaching. Cost-efficient production models for mobile devices mean that the demand for teaching "on the go" will increase, giving rise to an enhanced distance-learning digital landscape of the future.

New devices for reading mean there is scope for new forms of publication: review articles, "think" pieces, and policy-relevant short articles. Original research articles may in the future be redefined by the online medium.

What people read and how people read it are key questions for the digital publishing community. The online world can provide a huge range of metrics for publisher, researcher, librarian, and scholarly partner alike. In monitoring downloads, librarians can make requests of the publisher to provide more value-driven sales options, crucial in a time of funding cuts to ensure that publishing programs sustain the connection with an expanding global audience.

More research and readers mean more scope for new products—products such as Routledge Online Studies on the Olympic and Paralympic Games—returning more precise search results and providing a filter into content for busy and time-poor researchers.

***Partnerships***

I have noted above how partnerships with bodies such as CrossRef and Ringgold have embraced digital publishing to address some of the problems that could never be resolved when operating in a print paradigm. Two elements where partnerships have expanded and technological innovation has provided a solution for some problems created by the sometimes crowded research space are the CrossCheck and ORCID initiatives.

In partnering with CrossRef on the CrossCheck project, publishers have been able to address the issue of unauthorized copying in materials submitted for publication. The software created to detect the plagiarism may be familiar to faculty, but through the partnerships with publishers, content from more than 50,000 titles can be searched in the CrossCheck database to identify if previously published material is included in the submission.

The ORCID project exists to streamline the information about author IDs online in order to "enhance the scientific discovery process and to improve the efficiency of research funding and collaboration within the research community." This project emphasizes the central role that authors play in future development of digital publishing.

A further development for publishers working in conjunction with CrossRef is CrossMark. An increase in the online discoverability of different versions of a paper (personal websites, journal issues, institutional repositories, and so on) can lead to uncertainty about what is considered the VoR. The CrossMark initiative will place a logo on the publisher's version of the paper to indicate to readers that it is the definitive and most up-to-date iteration.

CrossMark

**The CrossMark initiative will place this logo on the publisher's version of a paper to indicate it is the definitive and most up-to-date iteration.**

Publishers are working with bodies such as Sherpa Romeo to create positive archiving policies (especially around self-archiving) that are protective of authors' rights and manage scholarly partners' intellectual property appropriately. And finally, sales models also have evolved. In 2006, when libraries requested an online-only subscription rate, publishers responded. The "big deals" for consortia and library access offers for whole content or subject packages mean that digital publishing programs can easily be matched to an institution's specialty.

Further development of sales is being called for from this library and research community via the Open Access (OA) movement. Open Access publishing models are enabled by technological developments, but can also be a requirement of funding granted. Publishers are trying to develop business models that include OA in the landscape, but the reality remains that someone has to pay for publishing.

Publishers are trying to find a sustainable way to publish, one that maximizes access without compromising returns that will provide continuity of investment in technologies to support the further accessibility of content online.

***A missing force?***

A third, and perhaps conspicuously absent, force is missing from the above: academe. As primary agents in the production of scholarly knowledge, academic researchers exist to push at the edges of thought and develop new fields of inquiry and discussion. Clearly, digital publishing needs to be fully responsive to academic developments. Indeed, academic publishing has always responded to the way in which academics develop ideas and are encouraged to publish (usually by government funding agencies).

Let us take one final example, and consider the UK's academic landscape, which is undergoing notable change, not least to its funding framework experience. Pressure on government budgets has resulted in funding being concentrated on only the "best" research (for example, the papers rated 3 or 4 in the upcoming Research Excellence Framework). Government policy is also pushing for a move to more applied research that can inform policymaking or create impact beyond academe: the so-called "impact agenda." In a changing climate for research, digital publishing provides researchers with both formal (book/journal publication) and personal (blogs, social media) opportunities to create impact.

## Additional Resources Available on the Internet

**Article on user-generated videos in the classroom, see Morain & Swarts, 2011 in Technical Communication Quarterly at www.tandfonline.com**

**CrossMark**
**www.crossref.org/crossmark**

**Learn more about the British government's push for research impact beyond academe at www.rcuk.ac.uk**

**Plagiarism Detecting Software**
**www.ithenticate.com**

**Research Excellence Framework**
**www.hefce.ac.uk/research**

**The Scholarly Kitchen**
**http://scholarlykitchen.sspnet.org**

**STM Publishing Report, 2010**
**www.stm-assoc.org**


There is no doubt that various sectors of the global academic community have welcomed the rise in social media, but the value of this is perhaps yet to be determined. Given the pressure to publish top-quality research that creates the most "impact" and the funding that is allocated to the "best" of this, any changes in the digital publishing landscape must take care not to result in some narrow version of quality publishing and retreat from the democratization of knowledge that is central to the continuation of scholarly dissemination.

In summary, we find ourselves in a digital moment. We understand how digital publishing has changed the work of academic journal publishers and may see further changes in the future. We have explored some of the forces acting on publishers. What next?

The digital publishing landscape is a complex and sometimes uneven terrain. Technology broadens access, but also demands enhanced services, which come with significant development costs. Partnerships enable connections, but also inspire campaigns for more open content. Academics are given freedoms to conduct research, but may be squeezed into an "impact agenda" come the time to publish their output. A combination of the forces acting on publishers described above may determine how the digital publishing landscape develops in the future.

**Acknowledgements**
This article draws on the many discussions I have had with colleagues at Routledge, Taylor & Francis and within academe, in particular David Green, Ph.D., global publishing director; David Burgoyne, electronic editorial projects manager; and Concetta M. Seminara, publisher, social science and humanities. While the thoughts expressed in this article are entirely my own, as is the authorship of this piece, I acknowledge the impact these discussions have had on its creation. All other references to sources are included in the article. ■

*Katherine Burton has been the publisher for communication studies journals at Routledge, Taylor & Francis in the UK since 2007. She manages the publishing program for a range of social science and humanities journals and has been working in publishing for more than 10 years.*

# Job Advertisements

## Berry College

***Visiting Assistant Professor/Asst. Director of Forensics***

The Department of Communication at Berry College invites applications to fill the following opening, beginning Fall 2012:

Visiting Assistant Professor/Instructor of Speech and Assistant Director of Forensics. This is a non tenure-track position renewable up to three years. Responsibilities include teaching public speaking and possibly another course based on credentials (7 per year) and assisting the Director of Forensics in coaching our nationally competitive I.E. team.

Qualifications: Masters degree required.

Send application letter, curriculum vitae, and three letters of recommendation to: Dr. Bob Frank, Search Committee Chair, Department of Communication, Berry College, P. O. Box 490299, Mt. Berry, GA, 30149-0299 (E-mail: bfrank@berry.edu). Review of applications will begin April 1, 2012 and continue until the position is filled. The Communication department, one of the largest five in the college, features co-curricular programs (student publications, student multimedia station, and forensics) that consistently earn regional and national awards. For more information on our program, please visit our website at: www.berry.edu/academics/humanities/communication.

Berry College is an independent, coeducational college of approximately 2,000 students that is ranked among the best colleges of its type in the South. Located on a 26,000-acre campus near Rome, Georgia, Berry provides an integrated education that unites a challenging academic program with opportunities for spiritual and moral growth, work experience, and significant service to others.

## Coastal Carolina University

***Assistant Professor of Communication - Advertising***

The Department of Communication at Coastal Carolina University invites applications for a tenure-track position as Assistant Professor of Communication- Advertising. The Department seeks a teacher-scholar with broad training to develop and teach courses in Advertising for our Concentration in Public Relations / Integrated Communication. Teaching assignments may include evening/weekend courses. The appointment will be effective August 16, 2012.

A Ph.D. in Advertising, Communication, Mass Communication, or Integrated Communication is required. A record that indicates the potential for scholarly productivity and success and a demonstrated interest in institutional service are also required.

## Spectra Job Advertising Guidelines

**Deadline for May Issue: March 31, 2012**

**Deadline for September Issue: July 31, 2012**

Advertisers are asked to submit their text-only ads online at www.natcom.org/careercenter. Payment information must be submitted along with the text.

NCA accepts Visa, Mastercard, Discover, and purchase orders. To submit a graphic ad, visit www.natcom.org. Questions? Contact spectra@natcom.org.

**Equal Opportunity Employment/Affirmative Action**
NCA supports continued efforts to eliminate discriminatory hiring practices. All employers are asked to identify the inclusion of sexual orientation in their affirmative action statements and whether they offer domestic partner benefits. NCA is not responsible for verifying the accuracy of advertisements.

The Department of Communication is one of Coastal Carolina University's newest and fastest growing programs with over 500 majors. Our faculty is committed to excellence in teaching, research, and the integration of leading edge ideas, technologies, and developments within the disciplines. The Department of Communication has organized its strategic program initiatives in 4 areas: Communication Studies, Health Communication, Interactive Journalism, and PR/ Integrated Communication. Our PR/ Integrated Communication Concentration is organized to provide students with experience across advertising, public relations, publicity and other aspects of promotional/ persuasive communication. We seek a colleague who can contribute to that focus in their teaching and research through an understanding of the strategic integration of advertising and public relations. Candidates should ideally possess instructional interests and competencies in key areas that could include advertising theory, audience analysis, media planning, news media/ social media in advertising, and advertising campaign strategy. Secondary research and teaching interests in public relations and strategic communication would be valuable.

Coastal Carolina University is a public mid-sized, comprehensive liberal arts-oriented institution located in Conway, South Carolina just nine miles west of the Atlantic coastal resort of Myrtle Beach, one of the fastest growing metropolitan areas in the nation. It has an enrollment of 8,900 students and is expected to enjoy continued growth for the next several years. Coastal Carolina University is part of the South Carolina system of public education and maintains close ties with its founders, the Horry County Higher Education Commission.

Candidates should submit a letter of application (outlining interest in the position, qualifications, and approach to teaching and learning), a current CV, a list of five references, and transcripts of all graduate work (copies are acceptable at this time) electronically at: http://jobs.coastal.edu. To ensure full consideration, application materials should be received by October 20, 2011. Review of applications will continue until position is filled.

Coastal Carolina University is building a culturally diverse faculty and strongly encourages applications from women and minority candidates. CCU is an EO/AA employer.

A Ph.D. in Advertising, Communication, Mass Communication, or Integrated Communication is required. A record that indicates the potential for scholarly productivity and success and a demonstrated interest in institutional service are also required.

## Coastal Carolina University

***Assistant Professor of Communication–Health Communication***

The Department of Communication at Coastal Carolina University invites applications for a tenure-track position as Assistant Professor of Communication - Health Communication. The Department seeks a teacher/scholar with broad training to develop and teach courses in health communication. Teaching assignments may include evening/weekend courses. The appointment will be effective August 20, 2012.

A Ph.D. in Communication, Mass Communication, Journalism or a closely related field is required. A record that indicates the potential for scholarly success and a demonstrated interest in institutional service are also required.

The Department of Communication has focused its strategic initiatives in 4 areas of specialization:

Communication Studies, Health Communication, Interactive Journalism, and Public Relations/ Integrated Communication. We seek a colleague with research and teaching interests in Health Communication and one of our other areas of specialization. Candidates with research interests focusing on message strategy, media strategy and/ or audience analysis are particularly welcome.

The Department of Communication is one of Coastal Carolina University's newest and fastest growing programs with over 500 majors. Our faculty is committed to excellence in teaching, research, and the integration of leading edge ideas, technologies, and developments within the disciplines of Communication and Journalism.

Coastal Carolina University is a public mid-sized, comprehensive liberal arts-oriented institution. Coastal Carolina University is located in Conway, South Carolina, just nine miles from the Atlantic coastal resort of Myrtle Beach, one of the fastest-growing metropolitan areas in the nation. It has an enrollment of 8,900 students and will have continued growth for the next several years. Coastal Carolina University is a part of the South Carolina system of public education and has close ties with its founders, the Horry County Higher Education Commission.

Candidates should submit a letter of application (outlining interest in the position, qualifications, and approach to teaching), a current CV, a list of five references, and transcripts of all graduate work (copies are acceptable at this time) electronically at: http://jobs.coastal.edu. To ensure full consideration, application materials should be received by March 1, 2012. Review of applications will continue until position is filled.

Coastal Carolina University is building a culturally diverse faculty and strongly encourages applications from women and minority candidates. CCU is an EO/AA employer.

## Coastal Carolina University

***Lecturer of Journalism- Interactive Journalism***

The Department of Communication at Coastal Carolina University invites applications for a Lecturer position in interactive Journalism. The Department seeks an individual with broad training in Journalism and Mass Communication to develop and teach foundation and advanced courses in interactive journalism including Journalism Writing, Writing for Broadcast, and related areas. Teaching assignments may include evening/weekend courses. The appointment will be effective August 20, 2012.

An M.A. in Journalism, Mass Communication or Communication is required. A record that indicates the potential for success in teaching and learning, and an interest in institutional service are required.

The Department of Communication has focused its strategic initiatives in 4 areas of concentration: Communication Studies, Health Communication, Interactive Journalism, and Public Relations/ Integrated Communication. Candidates for our position in Interactive Journalism should possess teaching skills in digital media on various platforms including the web and mobile applications and be able to supervise student media platforms like the radio station. The Department seeks individuals interested in developing courses about new trends and directions in journalism and emerging media. Secondary teaching interests in any of the other concentrations are preferred.

The Department of Communication is one of Coastal's newest and fastest growing programs with over 500 majors. Our faculty is committed to excellence in teaching, research, and the integration of leading edge ideas, technologies, and developments within the disciplines of communication and journalism.

Coastal Carolina University is a public mid-sized, comprehensive liberal arts-oriented institution. Coastal Carolina University is located in Conway, South Carolina, just nine miles from the Atlantic coastal resort of Myrtle Beach, one of the fastest-growing metropolitan areas in the nation. It has an enrollment of approximately 8,900 students and will have continued growth for the next several years. Coastal Carolina University is a part of the South Carolina system of public education and has close ties with its founders, the Horry County Higher Education Commission.

Candidates should submit a letter of application (outlining interest in the position, qualifications, and approach to teaching), a current CV, a list of five references, and transcripts of all graduate work (copies are acceptable at this time) electronically at: http://jobs.coastal.edu. To ensure full consideration, application materials should be received by March 1, 2012. Review of applications will continue until position is filled. This is a nine-month position (with benefits) subject to annual renewal.

Coastal Carolina University is building a culturally diverse faculty and strongly encourages applications from women and minority candidates. CCU is an EO/AA Employer.

An M.A. in Journalism, Mass Communication or Communication is required. A record that indicates the potential for success in teaching and learning, and an interest in institutional service are required.

## Montclair State University

***Assistant Professor Multi-Platform Journalism***

The Dept of Communication Studies at Montclair State University invites applications for the position of Asst. Professor in Multi-Platform Journalism. The successful candidate will teach undergrad and grad courses, pursue an innovative research program and applied projects consistent with University priorities, participate in curricular development focused primarily on multi-platform news writing and production for MSU's new School of Communication and Media Arts. Applicants whose work intersects with other core strengths in communication, info technology, and media studies are encouraged to apply. To apply, send: Letter of application addressing qualifications, research agenda, and goals, vitae, three letters of recommendation, and transcript copy to: Dr. Harry W. Haines, Chair, Dept Comm. Studies (V-F2) Montclair State University, Life Hall 050, Montclair, NJ 07043. All applications must be received before Dec. 1, 2011.

Qualifications: Ph.D. in communication, journalism, or related field (or equivalent professional experience); evidence of teaching excellence, a strong record indicating commitment to research, scholarship, and service. Salary: commensurate with qualifications. Start Date: Sept. 1, 2012.

## UGA/Grady College of Journalism and Mass Communication

***Director of the Center for Health and Risk Communication***

The Grady College of Journalism and Mass Communication invites applications for the position of Director of the Center for Health and Risk Communication, a tenure-track position in the Department of Advertising and Public Relations, to begin August 2012. The Center for Health and Risk Communication is newly housed in the Grady College. It is multi-disciplinary, bringing together researchers from the College and units across the University, including: business, communication studies, education, pharmacy, public health, psychology, medicine, and sociology. Academic Rank/Salary - Full or Associate Professor. Appointment will be commensurate with qualifications and experience. Salary competitive. Responsibilities - We are seeking candidates that are nationally recognized authorities in health or risk communication, have an established track record of research excellence, and have the ability to lead and mentor researchers and attract competitive external grant funding. This person will direct the operations of the Center for Health and Risk Communication. This will include serving as a liaison between the Center and affiliate units on campus, and fostering ties with public and private funders. The home department for this position is Advertising and Public Relations. In addition to teaching graduate courses in health or risk communication, the person assuming this position will also have undergraduate teaching responsibilities in either advertising or public relations. The ideal candidate will have a thorough grounding in theory, research and industry practices; and the ability to teach courses in health or risk communication and either advertising or public relations, (e.g., health and risk media, crisis management, advertising media planning, advertising or public relations management, campaign planning, social marketing). Ph.D. in communication or related field required. Evidence or promise of sustained research and grant productivity is required. Ability to mentor and direct graduate students also required. Prior management experience is highly desirable.

Screening of applications will begin January 9, 2012 and continue until the position is filled. To apply for the position, submit a cover letter, three references and curriculum vitae to (electronic submission preferred):Jeffrey K. Springston, Professor, Health and Risk Center Search Committee Chair Department of Advertising & Public Relations Grady College of Journalism and Mass Communication University of Georgia Athens, GA 30602-3018 Email: jspring@uga.edu (706) 542-7833. Learn more about the Department of Advertising and Public Relations and the Grady College at www.grady.uga.edu.

The University of Georgia (www.uga.edu) is located 70 miles from Atlanta and is in close proximity to major media outlets and the Centers for Disease Control and Prevention. Athens is consistently named one of the best college towns and is known for its music scene (www.visitathensuga.com). Georgia is well known for ¬its quality of life offering an array of both outdoor and urban activities (www.georgia.gov).

The University of Georgia is an Affirmative Action/ Equal Opportunity Institution

## University of Maine

***Assistant Professor of Communication and Journalism***

One-year, fixed-length Assistant Professor position for 2012-2013 to teach rhetoric and media studies/ mass communication. Undergraduate and graduate rhetorical theory; undergraduate rhetoric, media studies and/or mass communication. Three courses per semester.

ABD required, Ph.D. preferred in communication, media studies, mass communication or related field. Teaching and research experience required.

Department offers B.A.'s in Communication, Journalism, and Mass Communication, M.A. in Communication and Interdisciplinary Ph.D; 300 undergraduate and 25 graduate students.

Submit letter, C.V., research sample, teaching evaluations, and course syllabi as single .pdf, and three reference letters to CMJ_search@umit.maine.edu. Inquiries to Nathan.stormer@umit.maine.edu. Review begins January 3, 2012.

Complete ad at http://jobs.umaine.edu/blog/2011/12/01/assistant-professor-department-of-communication-and-journalism/

## University of Texas at Tyler

***Assistant Professor in Speech Communication***

The Department of Communication at The University of Texas at Tyler invites applications for a tenure-track assistant professor beginning fall semester 2012. The successful candidate will be qualified to teach small group, organizational, intercultural, and interpersonal communication, and additional classes as assigned. The candidate should demonstrate the ability to establish and maintain a record of research, teach undergraduate and graduate courses, and advise students. A Ph.D. in communication is preferred, ABD considered. Submit a letter of application, curriculum vitae, and copies of transcripts, and also have letters of recommendation forwarded to Dr. Charles Walts, Search Committee Chair, Department of Communication, The University of Texas at Tyler, 3900 University Boulevard, Tyler, Texas 75799. Review of applications will begin November 1, 2011, and will continue until the position is filled. The successful applicant must be able to demonstrate eligibility to work in the United States. This position is security-sensitive and subject to Texas Education Code Section 51.215, which authorizes the employer to obtain criminal history record information. Women and minorities are strongly encouraged to apply. The University of Texas at Tyler is an Equal Opportunity Employer.



**University of Wisconsin-Stevens Point**
***Assistant Professor of Communication (Public Relations/Strategic Communication)***

Communication (Public Relations/Strategic Communication) – The University of Wisconsin-Stevens Point is seeking an assistant professor in communication (tenure track) beginning in Fall 2012. The successful candidate will teach introductory and advanced courses in public relations/strategic communication and have an opportunity to develop new courses and teach at the graduate level. Ability to teach a social media course desirable. Qualifications: Ph.D. in communication (or related area) required for tenure; ABD considered for initial appointment.

Send application letter, vita, copies of transcripts, and full contact information for three references to: Dr. James M. Haney, Division of Communication, 225 CAC, UW-Stevens Point, Stevens Point, WI 54481. Application review begins March 26, 2012. AA/EOE

# Chairs' Summer Institute

**June 22-25, 2012, Washington, D.C.**
Join us for the first Chairs' Summer Institute: Raising Your Program Profile

In these times of dwindling resources for higher education, chairs must be creative in their efforts to get their departments recognized by campus administrators, external constituents, and prospective donors. This first NCA Institute is designed for chairs desiring to raise their program profile both on campus and externally. During this institute, chairs will have the opportunity to listen to a university president in the discipline, higher education and association policy makers, and a university relations/communications director discuss what makes our discipline unique. Chairs will leave with the information and materials to develop a toolkit for promoting their departments to multiple internal and external audiences.

The cost to attend this conference is $450 and includes three nights (Friday, Saturday, and Sunday), an opening reception, breakfast and lunch, and free Internet at the St. Gregory Hotel.

Reservation deadline is April 1, and participation is limited to 25.

**Friday, June 22**
*Welcome and Opening Panel Discussion:* The Importance of Departmental Visibility

**Saturday, June 23**
*Morning Session:* How do those outside the discipline view us? Followed by small group discussion, and response to the question, "What are communication's contributions?"

*Afternoon Session:* How do we increase our visibility on campus? Followed by small group discussion and reporting. Specifically, what do we offer campus administrators and our colleagues in other departments? How do we stand out in the discipline?

**Sunday, June 24**
*Morning Session:* How do we increase our visibility off campus? Discussion and small group work.

*Afternoon Session:* How can NCA staff help raise your profile and visibility? Discussion and development of a specific toolkit that can be brought back to your department.

To register, contact Trevor Parry-Giles at tparrygiles@natcom.org.


**Submissions are now open for the NCA 98th Annual Convention. Visit www.natcom.org/convention to view the calls for submissions and begin your submission.**

Orlando is a place synonymous with celebration. It is fitting that when the NCA meets in Orlando, we will celebrate the values, concepts, and principles that unite us as a communication association and discipline. The 2012 NCA convention theme, "Celebrate COMMunity," seeks to affirm the ideas that unify the communication discipline, as well as celebrate the diverse community of scholars, educators, and practitioners that constitutes the National Communication Association.

As we approach the association's centennial, the convention theme encourages conversations about the principles and ideas that provide coherence to what we study and teach. As the largest professional communication association in the world, NCA is a place where educators, scholars, and practitioners with diverse methods and perspectives are welcomed home. The theme seeks to facilitate a sense of community by encouraging conversations that identify our common "home" within the community of ideas that constitute the communication discipline.

Although the NCA constitution describes the various units in the organization as divisions, select programs at the Orlando convention will focus on unity, exploring common intradisciplinary and cross-division connections among the various divisions, contexts, methods, and paradigms of communication study. But there would be no COMMunity to celebrate or unity to envision without the diverse people and paradigms that add richness to our common goal of "advancing all forms of human communication." To celebrate COMMunity is also an opportunity to value the diversity of the association and the multiple disciplinary perspectives that are embedded in our past, resident in our present, and anticipated in our future. Please join us in Orlando for a celebration of what unites us as a communication community—"Celebrate COMMunity."

Steven A. Beebe
NCA First Vice President
Texas State University-San Marcos
E-mail: NCA2012@TxState.edu

# 2012 Doctoral Honors Seminar

**Communication in Contexts: Disciplinary Inquiry & Social Change**
The theme for the 2012 Doctoral Honors Seminar looks forward to issues, theories, and methods that are emerging in communication research as we move toward the standing obligations of a 21st-century global discipline.

This year, the NCA Doctoral Honors Seminar will be held at the Annenberg School of Communication and Journalism on the University of Southern California campus, Los Angeles, California.

**The seminar will be held July 10-13, 2012.**

**Call for Submission from Doctoral Students**
Approximately 30 doctoral students will be selected to participate in the 2012 seminar. Students will be placed into one of three work groups, each of which will be led by three faculty members. Working together, faculty members and the students will discuss submitted papers as well as engage in discussions of the theoretical, methodological, cultural, participatory, and civic contexts of communication.

**The deadline for submission is April 1, 2012.** Students who are selected for the seminar will be provided with housing at USC residences, most meals, and up to a $500 air travel stipend (flights made through ASC). Doctoral students who are interested should submit an application (available at www.natcom.org), a letter of support from a faculty member familiar with their research, and a paper (no more than 30 pages) via e-mail to G. Thomas Goodnight at gtg@usc.edu

# NCA Institute for Faculty Development

## July 22-28, 2012

**Hope College is pleased to once again host the NCA Institute for Faculty Development.**
Seminars in Ethnography, Interpersonal Communication, Media, Public Address, Communication Training & Development, and Intercultural Communication

**Keynote addresses by leaders in the discipline**

- En suite accommodation options in Cook Residence Hall (air conditioned) or the Haworth Inn and Conference Center
- Meals by award-winning Creative Dining Services
- Meeting facilities in the Martha Miller Center for Global Communication
- Easy access from Gerald R. Ford International Airport in Grand Rapids, Michigan

***Recreational Opportunities***

- Historic downtown Holland's art galleries, coffee shops, shopping, and fine dining
- Lake Michigan beaches, sand dunes, boating, fishing charters, and dinner cruises
- The nearby resort town of Saugatuck's dune rides, historic chain ferry, a climb to the top of Mount Baldy, as well as shopping, theatre, and restaurants
- Hope Summer Repertory Theatre and Mason Street Warehouse Theatre
- Art exhibits at Holland Area Arts Council, Saugatuck Center for the Arts, and Oxbow Art Camp
- Downtown Holland Street Performers Series on Thursday evenings and Holland Farmers Market on Wednesdays and Saturdays
- Dutch heritage (wooden shoe making, Dutch candle making, tulip farm, and Dutch food)

# *Pathways to Communication Careers in the 21st Century*

Newly revised, *Pathways* continues to be the perfect resource for those interested in learning more about potential careers in communication, providing an overview of the benefits and opportunities associated with a degree in communication.

Choosing the best educational path to a satisfying job and successful career can be difficult for students. The pathway students choose will profoundly shape everything else that happens to them in the future. This booklet is designed to help students make that difficult choice by providing clear information about:

- Communication as academic discipline
- Areas of study in communication
- Career possibilities for communication graduates, featuring interviews with communication graduates in a variety of fields

**Purchase copies at www.ncastore.com**

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