

DIVISION HEAD

Pre-conference will emphasize research

Research — we all do it in some way, shape, or form. Many VisCom members are Ph.D.s and some are practitioners, but we all are interested in topics that cross into higher levels of thought



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and sharpen our curiosity about visual topics.

At this summer's national convention, VisCom will host a pre-conference morning session aimed at all of our members.

This session is about

Research ... with a capital R.

When I first came to academia from the professional world, I had no idea what was expected of me in terms of research. Through VisCom I went on to meet more people very much like me: needing to do research but with no idea where to start. This is who this session is aimed at.

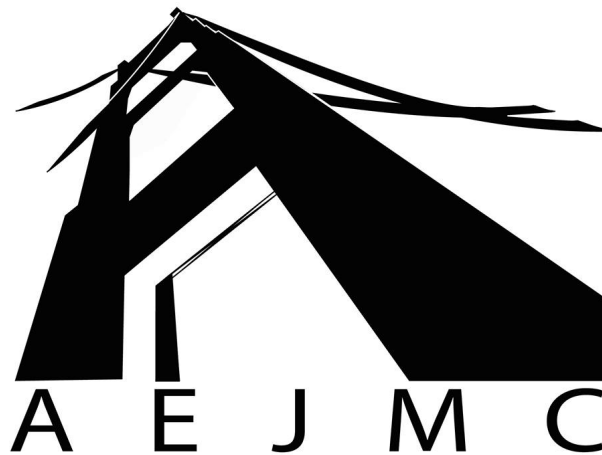
Ideas for our morning pre-conference session:

8 to 8:45 a.m. — Eyeopener: "What is Visual Research?"

9 to 9:45 a.m. — "Tips about how to get published in VCQ — Visual

Communication Quarterly"

10 to 11 a.m. — Creative visual research for practitioners and the non-



San Francisco • August 2015

Ph.D.

11 a.m. to noon — Visual research panel

We are actively looking for volunteers to speak. A pre-conference session such as this will help members of our division enormously, and point them toward being successful scholars of visual communication, whether as practitioners or traditional academics. If we can help each other, the Visual Communication Division will be better as a whole.

If you are interested in being on a panel or can speak to the topics above, please feel free to reach out to me at:

sngitner@syr.edu.

See you in San Francisco! ■

The official newsletter of the Visual Communication Division of AEJMC

aejmcviscom.org

[Facebook Group](#)
Visual Communication Division of AEJMC

[Twitter Feed](#)
AEJMC VisCom

Join the VisCom listserv by sending a message with SUBSCRIBE in the message line to AEJMC-VISCOM@LISTSERV.MIAMI.EDU

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VISCOM IDEA EXCHANGE

VisCom Idea Exchange is a place for brief ideas and notes. Send your article to mjhaught@memphis.edu.

Fahmy, Wanta, Bock honored for new book

Visual Communication Theory and Research: A Mass Communication Perspective (authored by Shahira Fahmy, Mary Bock and Wayne Wanta), received the research excellence award for the most outstanding book in visual communication for 2014 at the National Communication Association convention in Chicago Nov. 22.

Idea for learning outcome-driven grading successful in practice

I just re-engineered my courses to use Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time (Nilson, 2015, Stylus Publishing). Not only is this common sense for courses that are production oriented, it works equally well for courses that are theory & criticism based. The process made me more specific in describing my assignments and will hopefully raise the bar on rigor and performance in my students. In addition, grading will require less effort because assignments are PASS/FAIL and deadline driven... just like "real life." I finally see how I can map my assignments to "learning outcomes." If your institution or accrediting body is looking at learning outcomes and assessments... this is the way to go.

Roxanne M. O'Connell,
Roger Williams University
roconnell@rwu.edu

Berman launches apps geared at interactive learning

In October 2014, Margo Berman released **tactikPAK™**, a patented, interactive learning system (Patent Serial No. 08/002,155).

The **tactikPAK™** series is a portable crash course, a mobile tutor and a fun study buddy. The chapter-end short quizzes are designed to strengthen comprehension and retention.

The series offers bite-size summaries of nine related topics; 1) Advertising, 2) Copywriting, 3)

2014-15 OFFICERS

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Berkley Hudson
University of Missouri

Newsletter Editor

Matt Haught
University of Memphis

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Canon

IDEA

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Creativity, 4) Design, 5) Presentation, 6) Presentation, 7) Promotion, 8) Public Relations and 9) Writing.

In ebook and app formats, *tactikPAK™* covers a wealth of information. It allows users to quickly master each subject with a few key principles acronyms. Each letter in the acronym explains that principle in more detail.

Margo followed up the unique series with a related app, *Copywriting tactikPAK™*, which launched on iTunes in November. Enhanced with sound effects, color-coded chapters, whimsical illustrations, interactive quizzes and answer reviews, the app works on iPhones and iPads (just select “app for iPhone only”). The first app summarizes the chapters in her recent textbook: *The Copywriter’s Toolkit*. The Android version will be available at the end of the summer.

Her second app, *Advertising tactikPAK™* will be out in the spring of 2015.

Independent and interrelated, her fit-in-your-pocket business tools are available on Amazon, (<http://tinyurl.com/nbjffep>), The series serves as digital supplements to her earlier works: *Street-Smart Advertising* (2006 and 2010), *The Brains Behind Great Ad Campaigns* (2009) and *The Copywriter’s Toolkit* (2012).

Margo Berman,
Florida International University
bermanm@fiu.edu

O’Connell publishes book about Web visual research methods

For those looking for a visual research methods book targeted at the Web, I just published a text on Peter Lang, *Visualizing Culture: Analyzing the Cultural Aesthetics of the Web*. Should be receiving my copies any day now. For those teaching media, film and/or cultural studies, Anjali Ram has just published *Consuming Bollywood: Gender, Globalization and Media in the Indian Diaspora*, also on Peter Lang.

Roxanne M. O’Connell,
Roger Williams University
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Paul Lester shares ideas, thoughts about VisCom teaching, research

Teaching

- More writing and editing assignments
- Be strict about grammar, typographical, and spelling errors
- Collaborative projects across majors and departments
- Find stories with emotional touchstones for users
- Data visualization for everyday activity revelations
- App building and code construction instruction
- The use of social media tools for engagement and social action
- More participation in editing process with subjects of stories
- Entrepreneurial and business courses for freelancing
- Watch TED talks and model lectures accordingly

Ideas for research

- Volunteer to review research papers or write a book review
- Use conferences to rework articles for journals
- Don’t be hesitant to write books
- Help professionals who teach become more academic
- Do social media advance story engagement?
- When paper is no longer a substrate for communications
- What can we learn from graffiti?
- Does data visualization entertain or educate?
- Is there a unified theory of visual communication?

Thoughts about viscom education

- Separate courses in web design, app construction, blog maintenance, typography, data visualization, visual ethics
- Don’t be hesitant to tell a student she is in the wrong field
- Rethink the need for acejmc accreditation
- Rewrite your personnel document to be favorable toward creative works
- Become the chair or dean of your shop and affect change

Paul M. Lester,
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TEACHING CHAIR

Are you ready to teach an app class?

Apps are so central to our lives and cultures that developing courses or programs to teach how to build apps is too important to be ignored. But where should a course or program in app development be housed? In Computer Science departments? Communication Studies departments? In English departments? In Instructional Technology programs? Or in some combination of all the above? What follows is an “environmental scan” of how apps are generally taught throughout the country, and some possible ways we might want to integrate app development in our own curriculums.

Currently, most mobile app development courses are taught in Computer Science departments and are designed to get students to make “native apps”—that is, to program apps from scratch. For example, Stanford offers “[iPhone Application Development](#),” a Computer Science class that is now available for free as video podcasts and made iTunes history by rocketing to a million downloads in just seven weeks, and “[Developing Mobile Apps with Web Technologies](#),” also now free, which introduces Objective-C, the programming language specifically created for iPhone app development. To prepare for these two app classes, Stanford students take a year of computer science classes to obtain the prerequisite knowledge, although online students may jump in at other skill levels. App development requires programming skills. However, in focusing these courses so completely on app structure and functionality, not much attention is paid to app content. Perhaps it’s time to inject some visual communication into app course curriculums.

There are two ways that visual communicators might be involved in app instruction. The first option takes advantage of

the growth of HTML5, CSS3 and JavaScript frameworks, which offer the ability to create rich apps that are made available through

There are two ways that visual communicators might be involved in app instruction. Take advantage of the growth of HTML5, CSS3 and JavaScript frameworks. Or to turn to Adobe’s Digital Publishing Suite.

a client browser such as Firefox or Safari. Called WORA (“write once, run anywhere”) apps for their adaptivity across platforms, HTML5-based apps are experiencing increased popularity as Google, Facebook and Twitter move their apps to the mobile web. Accordingly, students who have studied HTML5 capabilities, CSS3, JavaScript, and JQuery are able to build HTML5 apps without needing such a strong foundation in computer programming, so this is one way visual communication instructors with some knowledge of code can teach an app class. To see for yourself, check out [this simple tutorial](#), as well as this course, “[Developing HTML5 Apps Jump Start](#).”



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TEACHING

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App development is next big growth

A second option for visual communication faculty is to turn to Adobe's Digital Publishing Suite. As Adobe's tagline reads, "Digital Publishing Suite includes everything you need to create, publish, and optimize content-centric mobile apps." Based in InDesign and relying upon HTML template workflows, DPS requires Adobe Creative Cloud skillsets instead of programming knowledge. The focus turns away from the technicalities of app development to something just as important: content development, visual theory, and visual communication. If you want to develop such a class (as I plan to!), you might want to consider this suite of books by web developer and Adobe certified instructor Brian Wood: an [Introduction](#) to DPS (another DPS introduction by the same author is found [here](#)), an [Intermediate](#) course detailing increased interactivity,

an [Advanced](#) course that involves more animation techniques and interactivity with audio and video, and a special course for [iPad development](#). Good luck to all of you!

This article was written with the help of Sergey Golitsynskiy, Assistant Professor of Interactive Digital Studies, University of Northern Iowa.



Blumenkrantz book offers new guide to visual communication

A SHOUT OUT to David Blumenkrantz' self-published visual communication textbook, *Perception: A Guide to Visual Communication*, a completely current, compelling, beautifully designed, and fully interactive pdf document linking students to all visual communication concepts with careful attention to image after compelling image, video clips, websites, quizzes, and learning activities. As I read through all the chapters I was inspired by Blumenkrantz' command of the myriad subjects included in this book, his insightful organization, his careful choice of visual examples, and his genuine attempt to make this material accessible and interesting for students. For a free download, go [here](#). ■

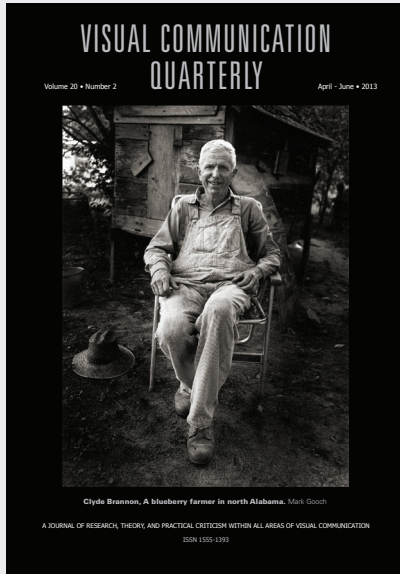
SEND US YOUR NEWS

Articles, submissions, and ideas are welcome to be published in VIEWPOINTS. Please send them to

mjhaught@memphis.edu as an attached Microsoft Word or Apple Pages document. The next issue of VIEWPOINTS will come out in summer 2015.

Call for Editor-in-Chief *Visual Communication Quarterly*

DEADLINE FOR APPLICATIONS: July 1, 2015



The *Visual Communication Quarterly* (VCQ) editorial search committee is now accepting applications and nominations for editor-in-chief of the official journal of the Visual Communication Division of the Association for Education in Journalism and Mass Communication. The term of the editorship runs from January 2016 to December 2018, and the new editor will work with the current editor to begin reviewing articles in fall 2015.

The editor works in close partnership with the editorial board members, the VisCom Division officers, and Taylor & Francis. The new editor should be committed to rigorous scholarship and creative work, have a strong academic record, and have the ability to coordinate and manage projects, as well as a track record for meeting deadlines.

VisCom Division members interested in the position should provide evidence of experience and ability to edit and produce four issues annually. The editor's institution must agree to provide administrative support, which at a minimum will include postage and other incidentals to usher manuscripts through the review process, and optimally would include administrative time (usually in the form of a graduate assistant) and office space. The editor will also receive a stipend from the publisher.

Any interested Visual Communication Division member should send a letter outlining the reasons for seeking the editorship and describing relevant experience, skills, and interests that make him or her an appropriate candidate. In addition, he or she should send a current CV and a letter from his or her institution assuring administrative support. Applicants must give name and contact info for at least three references. The VCQ editor search committee will review the proposals from candidates, and the applicants will be notified by mid-July 2015.

Send applications, to arrive no later than July 1, 2015, to search committee chair:

Dr. Paul Martin Lester
Department of Communication
California State University, Fullerton
800 Nutwood Ave.
Fullerton, California 92831
VOX: (562) 310-3041
FAX: 657 714-2209
Email: lester@fullerton.edu

2016 AEJMC Logo competition guidelines

We're looking forward to receiving student submissions for the AEJMC 2016 Conference in Minneapolis, Minnesota. Please encourage your students to take part. The winner will receive \$100, but more importantly, the logo will be used in all AEJMC marketing and conference materials for 2016. Please do not hesitate to contact me, if you have any questions: alia.yunis@zu.ac.ae.

Minneapolis is one of the fastest growing, most educated cities in the country and a hub for the advertising industry. We hope that helps inspire your students. The deadline for submissions is April 1, 2015.

RULES FOR LOGO COMPETITION

A logo entered in the contest should represent the diversity of AEJMC and also visually suggest "Minneapolis" The logo should communicate immediately, effectively and be memorable.

Entries must:

- 1. Include the following type elements:** AEJMC; August 2016; Minneapolis.
- 2. Feature AEJMC as an integral part of the logo.**
- 3. Be adaptable to multiple uses**, i.e., program book cover, nametags and promotional material. The logo should not lose impact or legibility when substantially reduced.
- 4. Retain a sense of balance** and internal integrity when typographical elements are removed.
- 5. Reflect the diversity** of interests within AEJMC.
- 6. Be reproducible in solid tones** using one color (black). No tints, no blends, no gradations are allowed.
- 7. DO NOT INCLUDE COPYRIGHTED ARTWORK.** This means no clip art files of the Minneapolis, landmarks,

etc. The student must create those elements if they are used.

For a logo entry to be eligible, it must be created in vector format. Furthermore, entrants are required to submit digital copies of each logo as both an EPS file (.eps) and as a JPEG file (.jpg). The JPEG version of the logo must be identical to the EPS version in terms of design, dimensions, proportion, etc.

The file names must bear the last name of the entrant (for example: SmithLogo1. eps and SmithLogo1. jpg). The EPS file format is required because it is a vector-based format that provides better reproduction. The EPS version must be a vector graphic with the type converted to outlines (this step is important!).

Entries must be the work of students enrolled in classes taught by AEJMC members. Each school may enter a maximum of 10 logos per design instructor. In order to be judged, logo entries must be submitted by a faculty sponsor (this step is also important!).

Faculty sponsors must also include a list of file names (such as: entrants. doc) with the entrants' names, addresses, and email addresses, plus their own full contact information (office phone, email address, campus address, etc.) Winners should be notified before May 15, 2015.

Entries must be successfully submitted no later than April 1, 2015.

Please submit each logo entry's EPS (.eps) and JPEG (.jpg) files to the competition email address for the AEJMC Logo Competition (which will be received by logo competition chair, Alia Yunis). The address is viscomlogo@gmail.com (File size limit for attachments is 25mb.)

Students unfamiliar with AEJMC can learn more at <http://www.aejmc.org>. ■

RESEARCH CHAIR

Tips for trying to find
balance in work and life

Research, Writing, Teaching, Service, and Personal Life Balance! What is it?

For academics there are generally at least two times a year when our stress levels raise to an almost unbearable state: the Fall semester and the Spring semester (These are the times when we are preparing our research papers for the academic presentation seasons). I make this half-joking generalization to emphasize the point that the life of an academic is filled with challenges, negotiations, and a need for balance in our research, writing, teaching, service, and personal lives! So, how do we find this balance and what does it look like?

As the AEJMC VisCom Division research chair, I must confess, I am constantly trying to find the answer to this question. However, as I investigate these questions of balance I would like to offer a few observations that may be helpful.

Challenges

There is an old adage that says, “The squeaky wheel gets the oil!” I’ve always liked this saying because of its visual imagery and practical fix-it method. So, imagine that you wheel out your pristine 1956 Red and Black Vintage Schwinn Deluxe Hornet bicycle to take a ride around the neighborhood. As you get the bike to the end of the driveway, you realize that there is an ungodly whining coming from the rear tire area. You tinker around and notice part of the tire is misaligned and needs to be readjusted. This is a problem and you fix it.

Unfortunately, many tenure track faculty members are consumed with the demands of 4/4 or 3/3 teaching loads, combined with university research goals, service commitments, and personal aspirations. They are unaware that their lives are making the same whining noise! In spite of this noise, we are not seeking relief. During last year’s AEJMC meetings in Montreal

I talked with Fred Smith (not his real name), a professor and researcher at a crossroads. “It is too much!,” this faculty member exclaimed. “I have to focus more on my writing!” Smith, like many of us, struggles to balance the rigors of research, writing, teaching, service, and family life.

Negotiation

So, what is an academic to do? Gil Fowler, the

There is an old adage that says, “The squeaky wheel gets the oil!” ... They are unaware that their lives are making the same whining noise!

former chairman of Arkansas State’s Department of Journalism and current graduate studies director for A-State’s College of Media and Communication, says the key is balance. He notes,

All tenure track faculty should familiarize themselves with their PRT (Promotion, Retention, and Tenure) document and translate it into their personal systems. As they familiarize themselves (with the document) they should ask some hard questions: How many academic papers do I have to publish yearly? How many academic presentations am I required to make each year? Am I required to serve on any university committees? And, am I eligible for a teaching load reduction? Break it into parts and find that balance.

Fowler’s observations are good in theory. But,



RESEARCH

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as many of us know, the demands on a tenure track faculty member “to produce” can still be overwhelming. To assist those of us who are researching, writing, teaching, and fulfilling our service commitments, I have asked a few of our members to share ways that they provide balance to their lives.

Balance

Berkley Hudson, an associate professor, University of Missouri and editor-in-chief of Visual Communication Quarterly, notes how almost every Monday morning, for about an hour to 90 minutes, he meets with a friend at a local coffee shop to review his weekly tasks and calendar. He calls it his “Weekly Review.” Hudson adds, this time is not to work on the tasks, projects, send or read email, but is about prioritizing and, “getting clear about what we need to pay attention to so that our minds and bodies are clearer about where we need to be focusing in the week ahead.” Hudson concludes, “When I don’t do my Weekly Review, I get into trouble. I forget things. I lose my focus. I ignore what is most important to me in teaching, research and service and in my personal life. Instead I mistakenly pay attention to what is LOUDEST and IMMEDIATE.”

One suggestion Hudson swears by is David Allen’s “Five Steps That Apply Order to Chaos” model in his book *Getting Things Done* where Allen notes:

- (1) Capture — collect what has your attention.
- (2) Clarify — process what it means
- (3) Organize — put it where it belongs
- (4) Reflect — review frequently [THAT’S THE WEEKLY REVIEW]
- (5) Engage — simply do.

You can read more about this model by accessing this link: www.Gettingthingsdone.com.

Another group of helpful tips come from our former division research chair Mary Bock, an assistant professor at the University of Texas at Austin. Bock suggests getting up “really early”

to write. She says, 5:15 a.m. is her sweet spot noting, “I think writing is very anti-social, and it helps me to work before anyone else is awake. I work about two hours on my writing and then stop.” Like Hudson, Bock is crafting her work life balance from a book. She suggests reading,

Take one day of your week and DO NOTHING! Yep, I said it, well she said it! This time can keep our sanity.

“Advice for New Faculty” by Robert Boyce.

Bock offers a final point for us faculty members on the tenure track. You ready? Here you go! Take one day of your week and DO NOTHING! Yep, I said it, well she said it! This time can keep our sanity. We need some time for ourselves to recharge our batteries so to speak.

Matt Haught, an assistant professor at the University of Memphis, suggests one final group of practical tips for us to use in a work life balance. First, he writes his semester goals for teaching, research/writing, and service on a white board in his office. He then monitors his progress on each goal throughout the semester.

For Haught, he balances the three sets of goals based on the priority of the moment. He uses his office hours to make those the focus of his office time, and chooses to focus on home life during his evenings at home.

Conclusion

When I started this column, it was my desire to acknowledge some very real challenges that many, if not all faculty members, tenure track or not, face in balancing their research, writing, teaching, service, and family lives. So, as we metaphorically ride the bike of academic life, we must continually take an inventory of our work/life balance. Fowler, Hudson, Bock, and Haught offer some very useful tips for helping us navigate the rigors of a life in academia. The key is for us to heed this advice in the Fall and Spring semesters, and especially as we prepare our division research papers due April 1. ■

AEJMC 2015

Creative project entries sought for competition

Deadline: April 1

2015 Creative Projects Competition is an excellent opportunity to have your efforts recognized by peers in a juried forum. Winners will present their work at the national AEJMC convention in San Francisco, Aug. 5-9.

What gets submitted and accepted? The format is non-restrictive, but an entry must include a strong visual component that would tend to be listed as “Creative Works” on your vita or university rank documents. Accepted projects in the past have included historical studies, photojournalism exhibits of original work, books, explanations of summer grants or activities, creative DVD and documentaries as well as student-partnered work where the teacher was a participant as well.

Your submission should include a one-to-two page explanation of the work, stressing its significance to the study of visual journalism. Did you receive outside support? Does the project examine cutting-edge technology that will enhance your teaching abilities? How does this project fit in with your own interests and goals as a visual educator? Normally there are about 15 submissions and five are selected for 15-minute presentations.

Internet access is not guaranteed, therefore you must show your work via a CD, laptop, thumb drive, etc. A computer projector will be provided on-site.

Emailed links and PDFs are preferred (see email address below), but you can also submit via snail mail. Package four copies of it into four individual 9”x12” envelopes. Large and unusually shaped packages present handling issues. For example, instead of submitting an elaborate 11”x14” leather-bound portfolio of archival photographs, send 8.5”x11” inkjet or laser prints stapled together. Instead of tubes with large rolled posters announcing your

film course’s festival, send 8.5”x11” versions. Also, if submitting CDs, use cross-platform common programs.

In one larger package, send your four envelopes (three copies without any identification) to the creative projects chair (see below for mailing instructions). On the cover sheet of the fourth copy, include your name, title, complete contact information (email, phone numbers) and a 75-word abstract summarizing the project.

Submitted material will not be returned.

Important: You cannot enter creative projects in any other convention category, including “Best of the Web.” There is also a limit two submissions per person.

The competition is relatively competitive; the 2014 acceptance rate was 33%. Projects that score high tend to comprise high levels of individual creativity or tend to be innovative in some other way. The judging matrix includes:

- Relevance to the focus of the Vis Com Division
- Strength of the visual component
- Creativity of design
- Unique attributes of the project
- Contribution to the studio or teaching of visual communication
- Clarity of purpose and the written description.

The postmark deadline is April 1. Notification will be emailed to all applicants by May 10.

Send projects to:
VisCom Creative Projects Chair
Quint Randle, BYU
Department of Communications
322 BRMB
Provo, UT 84602-2501 ■

GRADUATE STUDENT LIAISON

Learning design speak for collaboration

Visual communicators — and designers of all varieties — work hard to become proficient. Through years of acquiring knowledge and



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experience, we become unconsciously competent. We know so much we forget how we got to know it. We think and speak in a language foreign to those outside our creative circles. The visual communication that we practice becomes felt; the knowledge is — seemingly — intuitive.

While this expertise is likely vital for our careers, it is essential to shift our consciousness to that of before we were experts — an invaluable step if we are to be successful in academia. We need to retrain ourselves how to talk about our work, specifically, how to effectively talk to people that are not us — students, yes, but also our colleagues, collaborators, and reviewers.

When I decided to return to academia for a research degree, I entered with hesitation. I knew that collaboration would be critical for success in my doctoral program and future career, but how could I collaborate with experts more knowledgeable than myself?

I was blind to the fact my future collaborators' knowledge was as specialized as mine. I was shocked that a Communications professor might not know the difference between a vector and raster image, RGB and CMYK color spaces, or a serif and sans serif

typeface. These are the basics. No — they only seem like the basics after years of training that allowed me to think this design knowledge is universal.

My adviser is not a VisCom scholar. This

Using concrete examples and common phrases, I have relearned how to explain why my work matters.

has forced me to leave my specialized design jargon behind. Using concrete examples and common phrases, I have relearned how to explain why my work matters.

As my plain language skills have increased, so have my opportunities. I am better equipped to pitch my ideas and demonstrate value as a colleague, collaborator, and author. While challenging, I firmly believe that learning how to talk to non-design experts has made me a better researcher, teacher, and perhaps more than anything else, able to work effectively with others in my new research world.

Allison Lazard is a graduate student liaison for the Visual Communication Division and a Ph.D. student at the University of Texas. ■

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WINTER
2015

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CALL FOR SUBMISSIONS

Best of the Web/Best of Digital seeks entries

AEJMC Best of the Web/Best of Digital **2015**

AEJMC'S annual Web and app design contest will accept submissions starting on February 15. Revised categories for this year include individual- and team-designed and group websites and apps.

See complete details and submission information at:

MTSUjournalism.org/bow

Submissions are due by April 1, 2015 and winners will be announced by May 15, 2015. Participation is limited to faculty and students who work for or attend an ACEJMC-accredited institution or are current members of AEJMC.

AEJMC MIDWINTER 2015

Scholars to present in Norman

Four papers were selected for presentation at the AEJMC Midwinter Conference in Norman, Oklahoma.

“Visual framing of democracy by Middle Eastern universities: A content analysis of Twitter images used in higher education public relations” by Husain Ebrahim & Hyunjin Seo of the University of Kansas was selected as the top paper by reviewers.

Other research accepted includes “Above the scroll: Visual hierarchy in online news” by Holly Cowart of the University of Florida; “Theorizing reactions to political selfies: Within and beyond the social identity model of de-individuation effects” by Benjamin A. Lyons of Southern Illinois University; and “I AM NOT a virus: A comparative analysis of Liberian identity through the photographs they produce” by Gabriel B. Tait of Arkansas

State University.

Julie Jones of the University of Oklahoma will serve as discussant.

All VisCom papers will be presented as part of the panel Photographs, frames, and hierarchy: Researching visual communication from 3:45-5:15 p.m. Friday, March 6 at the conference.

In total, 10 papers were submitted to VisCom for the conference. Fourteen scholars reviewed the proposals for the conference.

VisCom Division second vice head Matt Haught from the University of Memphis organized the division's portion of the conference.

More information about the conference, including registration, is available at http://www.ou.edu/gaylord/outreach/aejmc_mid_winter.html. ■

VisCom Call For Papers

The Visual Communication Division of AEJMC invites faculty and students to submit competitive papers devoted to theoretically based studies of visual communications and to issues concerning the professional practice of visual media production for presentation at the association's annual conference. Visual is broadly defined and includes photography, film, television, web design, graphic design, illustration, and digital imaging, as well as other visual phenomena.

The division encourages submission of papers that address a broad spectrum of methodology and application, both qualitative and quantitative, on all types of visual media—advertising, broadcast, digital imaging, film, graphic design, multimedia and web design, photojournalism, propaganda images, visual images and culture, visual literacy, and visual aspects of political campaigns, etc. Research in media history, law, policy, effects, processes, uses and ethics regarding visuals are also welcome. All submissions will be blind refereed by a panel of independent readers. Student papers compete on equal footing with faculty papers. A \$100 award will be given to the top student contribution. The top three faculty papers will be recognized in the AEJMC annual conference program.

Papers are accepted for peer review on the understanding that they are not already under review for other conventions and that they have been submitted to only one AEJMC group for evaluation. Papers accepted for the AEJMC Conference should not have been presented to another convention or published in scholarly or trade journals prior to presentation at the conference. Authors may submit more than one paper to the Visual Communication Division.

SUBMISSION GUIDELINES: All research papers must be uploaded through AEJMC's ALL ACADEMIC web site. Make sure to upload



through the link marked Visual Communication Division. All papers must be uploaded to the server no later than 11:59 p.m. (Central Daylight Time) Wednesday, April 1, 2015.

All papers must be type-written and double-spaced with one-inch margins. Format should be Microsoft Word or a PDF. The page limit is 30 pages, inclusive of all references, notes, tables, illustrations, and appendices. Manuscripts must conform to the APA reference style.

Upload an abstract separately of no more than 75 words. Completely fill out the online submission form with author(s) name, affiliation, mailing address, telephone number, and email address. The title should be printed on the first page of the text and on running heads on each subsequent page of text. Please make sure not to include author name(s) on title page or running heads and confirm that no identifying information is in the File Properties area of the MS Word or PDF file.

All authors will be advised whether their paper has been accepted and will receive a copy of the reviewers' comments by mid May, 2015. At least one author of an accepted paper must attend the conference to present the paper. Failure to attend the conference will disqualify an author from the next year's competition. For more information on submissions to the Visual Communication Division, contact [Gabriel Tait, Arkansas State University](#). ■