



Fall Newsletter

November 2020

Issue 5

www.communicationandsport.com

Executive Director's Message

Welcome to November! Please take a look at our latest IACS newsletter to catch up on important announcements. The submission deadline for the 2021 Virtual Summit is coming up on November 13 and we also are excited to announce a **new subcommittee** to review for the Top Student Paper Award. We love our IACS members and want to provide as many opportunities as possible for people to participate, so take a look below if you're interested.

[Transferred Papers from the 2020 Summit to the 2021 Virtual Summit](#)

I can't express how appreciative I am for everyone's patience as we figured out the logistics from the 2020 Summit. We had almost everyone who had accepted papers from 2020 move them to 2021! We are so appreciative of your commitment to IACS. Since several months have passed, and lots is going on in our lives, we wanted to give you access to the list of accepted papers to be presented in 2021: [CLICK HERE TO ACCESS IT](#). If you have any edits you need to make, or if I have inadvertently made an error, don't hesitate to let me know! I can always be reached at hartkar2@isu.edu.

Best,
Karen

Call for Papers
Summit on Communication and Sport
March 3-6, 2021 Virtually Hosted by IACS

Submission deadline is approaching fast!

We invite you to consider presenting at the 2021 Summit on Communication and Sport. The International Association for Communication and Sport (IACS) Summit is the only stand-alone conference for communication researchers interested in exploring sport from diverse critical, methodological, and multi-disciplinary perspectives. The Summit on Communication and Sport welcomes submissions from all methodological and theoretical perspectives. **This year's summit will be completely virtual, with all papers, panels, and (new this year) poster presentations being hosted on a digital platform.** Details on the digital platform will be provided over the next few months.

Submission Deadline: 11:59 PM (Eastern Standard Time) on Friday, November 13, 2020.

Submit Here: <https://easychair.org/conferences/?conf=iacs2021>

Submission categories include 500-word abstracts and panel discussion descriptions.

Full submission guidelines, review information and all other details are available in the [call for papers here](#). All questions about submissions should be emailed to Dr. Evan Frederick evan.frederick@louisville.edu.

Top Student Paper Review Subcommittee
Reviewers Needed!



We are looking for people willing to serve on a Top Student Paper Review subcommittee. The IACS 2021 Virtual Summit will be the third year the board has offered this award. We would like to formalize the process more by creating a subcommittee. A board member will serve as chair and Travis Bell graciously agreed to serve

in that role. We would now like to find 4-5 participants. If you are interested in serving, please self-nominate yourself by sending your name, email address, position, and a 250-300 word paragraph together that identifies 1) your strengths that will help you serve on the committee and 2) an identification of how your abilities adhere to diversity and globalization.

Please email this information by Friday, November 27 to Travis Bell at trbell@usf.edu.

Treasurer Update

The current state of the IACS finances is strong. Currently, we have more than US\$30,000 in our accounts. The funds coming from rolled over 2020 summit registration fees are kept in a separate account to ensure that the money will be used for registration fees to the 2021 virtual summit for the appropriate members.



Kate Lavelle, IACS Treasurer

Announcements: Positions Available



The University of Nebraska-Lincoln College of Journalism and Mass Communications is hiring three tenure-track assistant professors and two assistant professors of practice to join our faculty in August 2021.

Assistant Professor in Advertising & Public Relations (2) or Sports Media & Communication (1)

The successful candidates will have a Ph.D. in advertising, journalism, communication or a related field; professional experience in advertising, public

relations, sports information, sports promotion, marketing, or a related field; and demonstrated teaching ability at the college level. We are particularly interested in candidates with an active and contemporary research agenda with evidence of or potential for external funding.

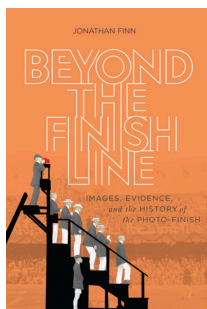
Assistant Professor of Practice in Advertising & Public Relations (2)

The responsibilities of these positions will include teaching 6-8 courses per year, related to public relations, advertising, or sports media and communication depending on other assigned duties. Minimum qualifications include a master's degree and 5 years of professional experience in advertising, public relations, sports promotion, marketing or a related field. Preferred qualifications include 10 years of professional experience and demonstrated excellence in teaching at the college level.

Review of applications will begin December 1, 2020, and continue until the positions are filled or the search is closed. To be considered for a position, go to <https://journalism.unl.edu/were-hiring> and click on "Apply Now." Complete the form and attach a letter of application; a detailed curriculum vita that includes information on education, experience and qualifications; and a list of three references with complete contact information.

As an EO/AA employer, qualified applicants are considered for employment without regard to race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation. See <http://www.unl.edu/equity/notice-nondiscrimination>.

Announcements: Book Publications



1. Jonathan Finn (Associate Professor, Department of Communication Studies, Wilfrid Laurier University, Waterloo, ON) announces a new book, *Beyond the Finish Line: Images, Evidence, and the History of the Photo-Finish*, which illuminates the cultural role of the photo-finish in win-at-all-costs culture and warn that in our pursuit for precision we may threaten the human element of sport that galvanizes mere spectators into fans.

For full details, please visit: https://www.mqup.ca/beyond-the-finish-line-products-9780228003434.php?page_id=73&

2. Jamie Cleland (University of South Australia), Kevin Dixon (Teesside University, UK), and Daniel Kilvington (Leeds Beckett University, UK) announce a new textbook: *Online Research Methods in Sport Studies*. London: Routledge. Covering both qualitative and quantitative methods, the book introduces key topics such as generating a research idea, implementing the research design, maintaining good ethical standards, and collecting, analysing and presenting data.



For more information, please visit: <https://www.routledge.com/Online-Research-Methods-in-Sport-Studies/Cleland-Dixon-Kilvington/p/book/9780367408169>

3. Younghan Cho, Assistant Professor, Hankuk University of Foreign Studies, Seoul, South Korea is pleased to announce the recent publication, "Global Sports Fandom in South Korea: American Major League Baseball and its Fans in the Online Community" from Palgrave.

If you are interested in **reviewing this book**, please email (choy@hufs.ac.kr).

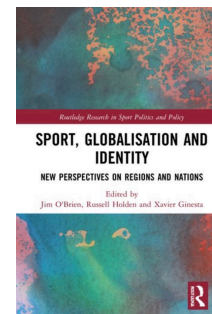
This book is also an inauguration publication from a new book series of **The Palgrave Sport in Asia series**, which I and William Kelly work as founding series editors. If you have interest in this series or in submitting a book proposal, please refer to its website page from: <https://www.palgrave.com/kr/series/16544>



This book examines the cultural politics of global sports fandom in South Korea, offers an ethnographic assessment of the shifting identities and changing everyday lives of Korean MLB fans, and considers the changing nature of a broadly nationalist sports fandom as well as its compliance with neoliberal values in South Korea. It is based on the author's online ethnography of Korean MLB fans along with in-depth interviews with several fans in South Korea and U.S.A. The ethnographic analysis of global sports fans and their daily activities online will provide insightful inquiries and detailed discussion to students, scholars and academics in cultural studies, sport studies, cultural anthropology, media studies, as well as Korean studies, Asian studies and Asian-American studies.

For more information, please visit: <https://www.palgrave.com/kr/book/9789811531958>

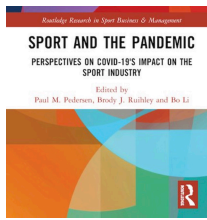
4. *Sport, Globalization and Identity. New Perspectives on Regions and Nations* (Routledge, 2020) authored by Jim O'Brien, Russell Holden and Xavier Ginesta. This book explores the complex interrelationships between nations, regions and states in the landscape of contemporary international sport, with a particular focus on identity. Exploring important themes such as the geopolitics of sports events, contested identities, and ownership of sport and its impact on sporting cultures, the book presents contemporary and historical cases from around the world, including football in a divided Ireland; sport and the anti-Apartheid movement; Chinese sporting nationalism and soft power; and the role of sport media in the shaping of Catalan identity. This is an important resource for students and researchers working in Sports Studies, Sports Journalism, Sports Management Studies, Sports Marketing, Football Studies, Sport and Identity Studies, Sociology of Sport Studies, and Cultural Studies.



For more information or to preorder: <https://www.routledge.com/Sport-Globalisation-and-Identity-New-Perspectives-on-Regions-and-Nations/O'Brien- Holden-Ginesta/p/book/9780367440220>



5. Bo Li, Paul Pedersen, and Brody Rhuiley announce a co-edited book titled *Sport and the Pandemic: Perspectives on Covid-19's Impact on the*



Sport Industry. (Forthcoming, 2020, Routledge) It will include 30 chapters from many international perspectives.

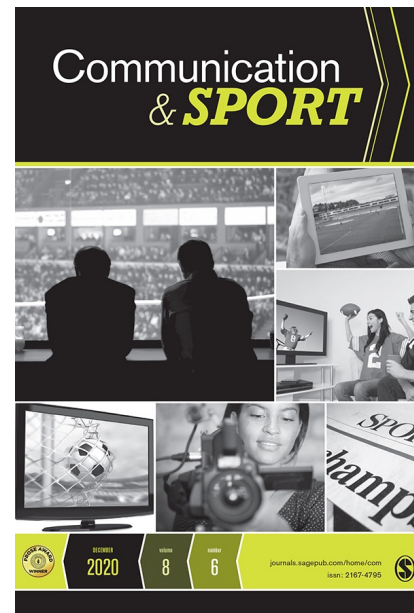
For more information, please visit: <https://www.routledge.com/Sport-and-the-Pandemic-Perspectives-on-Covid-19s-Impact-on-the-Sport-Industry/Pedersen-Ruihley-Li/p/book/9780367616656>

Announcements: Latest Journal Publications

Communication & Sport

The December 2020 (Volume 8, Issue 6) edition of *Communication & Sport* is available. Articles for this issue include:

- "(Re-)presenting the Paralympics: Affective Nationalism and the "Able-Disabled" by Emma Pullen, Daniel Jackson, Michael Silk
- "The Ball Game Is for the Boys: The Visual Framing of Female Athletes on National Sports Networks' Instagram Accounts" by Miles Romney, Rich G. Johnson
- "He Said, She Said: An Exploration of Male and Female Print Sports Journalist Tweets, Sports Coverage, and Language Style" by Joseph L. Abisaid, Bo Li
- "Male Athlete Representations in Men's Magazines: A Study in Mediated Sport Stacking" by Bryan E. Denham
- "Keep the Ball Rolling: Information Diffusion within Large Sports-Related Networks through Social Mediators" by S. A. M. (Susan) Vermeer, T. B. (Theo) Araujo
- "Beyond the Game: Dimensions of Esports Online Spectator Demand" by Tyreal Yizhou Qian, James Jianhui Zhang, Jerred Junqi Wang, John Hulland
- "Promoting the Development of Evidence-Based Concussion Education for Power-5 Collegiate Athletes: The Influences of Organizational Elements on Perceived Vestedness" by Bradley J. Adame, Elissa A. Adame, Yanqin Liu, Karlee A. Posther, Jiun-Yi Tsai, Steven R. Corman



Please [click here](#) for more information.

International Journal of Sport Communication

Bo Li, Paul Pedersen, and Brody Rhuiley are very excited about the recent Covid-19 scholarly work **many of our colleagues** put into a special edition of



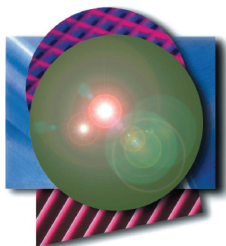
the *International Journal of Sport Communication* (2020, Vol. 13, Issue 3). The double issue, which is currently [available for free here](#), consists of 34 articles from a wide range of topics, including:

- "COVID-19 and Youth Sports: Psychological, Developmental, and Economic Impacts" by Timothy Mirabito, Robin Hardin and Joshua R. Pate
- "A Post-COVID-19 Lifestyle Sport Research Agenda: Communication, Risk, and Organizational Challenges" by William Roth Smith
- "Just a Fantasy? Examining Fantasy Sport in a Time Without Sport" by Brody J. Rauhley and Jacob Chamberlin
- "The Elephant in the Room: How COVID-19's Financial Impact Further Threatens Title IX Compliance" by Karen L. Hartman
- "Fan Engagement in 15 Seconds: Athletes' Relationship Marketing During a Pandemic via TikTok" by Yiran Su, Bradley J. Baker, Jason P. Doyle and Meimei Yan
- "COVID-19 and Soccer Teams on Instagram: The Case of Corporate Social Responsibility" by Samuel López-Carril and Christos Anagnostopoulos
- "Behind the Scenes: COVID-19 Consequences on Broadcast Sports Production" by Roxane Coche and Benjamin J. Lynn
- "'It Has Changed Completely': How Local Sports Broadcasters Adapted to No Sports" by Kevin Hull and Miles Romney
- "Football Without Football: Creativity in German Football Coverage by TV Broadcasters and Clubs During the Coronavirus Crisis" by Christiana Schallhorn and Jessica Kunert



Please [click here](#) for more information.

SPORT MANAGEMENT EDUCATION JOURNAL



HUMAN KINETICS
ISSN 1936-3915
journals.humankinetics.com/journal/SMEJ

Sport Management Education Journal

The special issue of the Sport Management Education Journal "Global Perspectives in Sport Management" (October 2020; Volume 14, Issue 2) is available.

Please [click here](#) for more information.

Announcements: Call for Papers

Sport Management Education Journal, Special Issue: Diversity and Inclusion in Sport Management Education

Guest Editors: Dr. Jacqueline McDowell, Dr. Andrew C. Pickett, Dr. Brenda G. Pitts

Submission Deadline: December 1, 2020.

The late Dr. Joy DeSensi asserted that “the education of future sport management leaders regarding multiculturalism is critical (DeSensi, 1994, p. 69). She highlighted the need for future sport managers to have intercultural competence and sensitivity, to value diversity, and to gain an understanding of interpersonal relations. The Commission on Sport Management Accreditation (COSMA) similarly includes diversity as part of the Common Professional Component expectations of sport management curricula (COSMA, 2016). COSMA Principle 7.6 also emphasizes the need for students to “possess the knowledge, skills and experiences to understand and operate effectively in a diverse sport environment” (COSMA, 2016, p. 54). Accordingly, this special issue of the *Sport Management Education Journal* seeks theoretical and empirical articles advancing the body of knowledge related to multicultural education, inclusive pedagogical practices, and social justice education in sport management courses and curricula.

Multicultural Education

Multicultural education focuses on celebrating diversity (Hammond, 2017). Multicultural education strives to create positive interactions among diverse groups by including varied literature, multiple theoretical perspectives, and the inclusion of traditionally underrepresented persons in the curriculum. As noted by DeSensi (1994), a multicultural approach to teaching includes more than just surface-level diversity such as sex, race, age, disability, and religion. It additionally includes factors that may not be visible, such as sexual orientation, marital status, personality traits, and parental status. Given the size of the sport industry, it necessarily includes people from varied backgrounds and with a number of unique personal identities. These individuals participate in multiple activities, work in various positions, and even root for different teams. Thus, an appreciation and understanding of human difference, and the skills to navigate diversity in the workplace, are essential skills for sport management students as they enter the industry (Vianden & Gregg, 2015).

Inclusive Pedagogical Practices

Inclusive learning and teaching refer to the ways in which “pedagogy, curricula, and assessment are designed to engage students in learning that is meaningful, relevant, and accessible to all” (Hockings, 2010, p. 1). Similar to a multicultural approach, inclusive pedagogy focuses on deep-level (e.g. learning styles and abilities) and surface-level diversity (e.g. race, sex); but it goes beyond by exploring the effect of these differences on students’ learning. As noted by Hockings, a broad view of student diversity, equity, and fairness are key concepts underpinning inclusive teaching. Instructors, therefore, need to take account of *and* value students’ differences, “within mainstream curriculum, pedagogy and assessment” (p. 3). Educational research has noted the importance of inclusive teaching practices in student success (Ladson-Billings, 1995; Thomas,

2016). This is particularly true for students with one or more underrepresented identities (e.g., racial minorities, women, LGBTQ+, those with intellectual or physical disabilities), and to accommodate the diverse learning styles encountered in the classroom. Therefore, strategies for creating a more inclusive sport management classroom are needed.

Social Justice Education

Sport scholars have consistently advocated for more diverse and inclusive sport organizations, but identity-related inequities and injustices continue to prevail in sport organizations (Katz, Walker, & Hindman, 2018; McDowell & Carter-Francique, 2017) and sport management classrooms as well (Sauder, Mudrick, & DeLuca, 2018; Taylor, Smith, Rode, & Hardin, 2017). Hence, in addition to calls for more diversity, it is important to advocate for inclusion and social justice efforts (Lee & Cunningham, 2019). Cunningham (2014) argued that all sport management academicians have “a stake in ensuring sport is inclusive and socially just” (p. 1). A social justice education in sport management focuses on increasing students’ consciousness about inequities in the field (Hammond, 2015). However, the goal of such education goes beyond recognition of injustice through a focus on empowering students to create positive social change. Some examples of how instructors can teach social justice advocacy in the classroom are by having students critically analyze social justice case studies (e.g. Tryce & Smith, 2015), examine governmental and institutional policies that disadvantage certain groups, participate in class exercises that highlight diversity and social justice issues, or have students work on projects for social change or restorative justice.

Conclusion

Understanding various dynamics of diversity and inclusion are important considerations for developing a holistic (effective) sport management curriculum. Therefore, this special issue encourages scholarship related to various aspects of diversity, equity, and inclusion. Possible topics may include (but are not limited to):

- Strategies for inclusive teaching
- Inclusive practices of the experiences of religious minorities in curriculum and pedagogy
- Accommodating students with physical and intellectual disabilities
- Issues related to sexual orientation and gender identity
- Experiential learning activities or teaching approaches for social change or restorative justice
- Effects of political diversity on sport management education practices
- Culturally responsive teaching strategies
- Research exploring pedagogical techniques for increasing students’ diversity-related competencies
- Ways to foster awareness and acceptance of individual differences
- Strategies to manage diversity in the classroom
- Pedagogical approaches to including multicultural issues related to sport
- Other issues related to diversity and inclusion in sport management pedagogy
- Understanding cultural differences

Submission Guidelines

This special issue is open to all methodologies for research manuscripts, and practical case studies and essays submitted under the Pedagogical Innovations section will also be considered (see *SMEJ* submission guidelines). Submissions for this special issue should conform to the general submission guidelines for *SMEJ*, which can be found at <https://journals.humankinetics.com/page/authors/smej>.

Authors should submit their manuscript through Manuscript Central, the online submission system for *SMEJ* at https://mc.manuscriptcentral.com/hk_smej, with the special issue chosen as the article type. Please clearly indicate in the cover letter that the submission is intended for this special issue related to *Diversity and Inclusion in Sport Management Education*.

Specific questions should be addressed to the guest editors:

Jacqueline McDowell, Ph.D.

George Mason University
School of Sport, Recreation,
and Tourism Management
4400 University Drive, MS4D2
1602 Thompson Hall
Fairfax, VA 22030
703-993-7088
jmcdowe7@gmu.edu

Andrew C. Pickett, Ph.D.

University of South Dakota
414 E. Clark Street
KSM Division, A311H SCSC
Vermillion, SD 57069
605-658-5552
Drew.pickett@usd.edu

Brenda G. Pitts, Ph.D.

Professor Emerita
7085 Silver Shoals Rd,
Gainesville, GA 30506
770-841-4255
drbrendapitts@gmail.com



Copyright © 2020 International Association for Communication and Sport, all rights reserved.

You are receiving this email as you opted in.

Our website address is:

www.communicationandsport.com

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#).

