

# AEJMC NEWS

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

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## To the AEJMC Membership ...

Let us start by saying, "Thank You!"

Thank you to the amazing leadership, the Council of Divisions, and – most important – you, the members. Without your dedication to AEJMC, this year's conference would not have been possible.

For the first time in our long history, we held our annual conference in a virtual format. President Perlmutter, the Board of Directors and the AEJMC staff wanted to ensure that our attendees had the best possible opportunity to present their academic research, collaborate with colleagues and continue to network, even if not in person this year.

Once the hotel contractual obligations were negotiated favorably for the association, we were free to move forward with the execution of the virtual conference. vFairs was chosen to create the virtual platform because of its relatively simple navigation for attendees and its similarity to our program's look and feel. Most sessions were presented live in Zoom format while a few were prerecorded. (Sessions are viewable for playback until Oct. 31 for all conference attendees.)

The projected attendance of 1,070 paid participants was surpassed by 416, with our final number of paid attendees at 1,486. Many AEJMC divisions, interest groups and commissions helped to sponsor partial and/or full registration costs for many attendees. Groups reported higher attendance numbers per session, especially with increased international attendance.

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## From the Past President ...



"Thank you AEJMC staff, leadership and members for a rich and engaging 2020 Conference!"

David D. Perlmutter, 2019-20 AEJMC President, Texas Tech University

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# FROM THE PRESIDENT



By Tim P. Vos  
2020-21 AEJMC President  
Michigan State University

## Is It Time to Restructure/ Reorganize AEJMC's DIGs?

Academic associations can be both invigorating and infuriating. At their best, they facilitate the intellectual and creative exchange that is necessary for a discipline to exist, evolve and adapt. They advance the state of the art and bring vitality to a discipline. At their worst, academic associations are ossifications of the past, begrudging gatekeepers who are unwilling or unable to embrace new ideas, new processes and new structures.

AEJMC has thankfully avoided the worst. We have divisions and interest groups (DIGs), for example, who have revised their names and missions, who have looked for new ways to create community and disseminate knowledge, and who have championed cutting-edge ideas. While avoiding the worst, AEJMC also hasn't quite embodied the best of what academic associations can offer.

So, what's holding us back?

Academic associations are social institutions and institutional theory suggests that institutions take shape through a combination of intentions and contingencies. But once institutions are formed, self-reinforcing mechanisms tend to reproduce the status quo: expectations narrow ("this is the way we've always done it"), exit costs prevent adaptation and change ("it would take way too much effort to change"), and asymmetries of power mean that those with institutional power are most vested in the status quo ("it was good enough for me").

But, the good thing about social institutions is that they are social. That is, they also facilitate interaction and debate. They can become the location where strategizing occurs, bold visions are formed, and new ideas find resonance. If institutions don't facilitate this kind of interaction or if they are entangled in self-reinforcing mechanisms, they can slowly (or quickly) lose their value.

My own take is that AEJMC is at a crossroads – not entangled in inertia, but also not quite able to reinvent itself in the face of changing media and intellectual ecosystems. A number of our

DIGs have proven to be vibrant communities, filled with interaction, debate and adaptation. Not all have. Some groups have struggled to create or foster vibrancy, albeit rarely for a lack of trying. Some DIGs attract relatively few conference submissions and are losing members. Again, in nearly every case, heroic effort is being made.

So, why do we find ourselves at this crossroads if effort is not in short supply?

I'll offer two intertwined reasons. First, it turns out that effort abounds outside of AEJMC as well as inside. Intellectual and creative communities do not always grow where they are planted; they thrive when and where conditions merit. Scholars who study or teach social media or human-computer interaction or the future of journalism have formed their own communities, forming their own Facebook groups, holding their own thematic conferences, starting their own journals and honing the state of the art in their area. They have only partly found a home in AEJMC. Sometimes the AEJMC division is too big and hence gives only glancing attention to a topic; sometimes the topic is too big and can't be accommodated by existing DIGs.

The second reason why we

find ourselves at a crossroads, even when effort is abundant, is that the effort is misplaced. DIG leadership has been dedicated; but part of the problem is the DIG structure itself. Existing DIGs are understandably built on the intentions and contingencies of the past but not necessarily built around current interests. As our field evolves, our structure needs to be able to better accommodate emergent scholarly communities.

Again, AEJMC has shown signs of vitality. Subfields such as Political Communication and Communicating Science, Health, Environment and Risk (ComSHER) arose partly inside and partly outside of AEJMC but have found a home in the association. Other scholarly communities, however, have run into barriers or opposition in their efforts to find a place in AEJMC. Here's where some find academic associations to be frustrating, if not infuriating.

Faced with a crossroads, organizational leadership must step up to address organizational and institutional barriers. Here are three ideas with progressively higher degrees of interventionism and difficulty.

(1) Award paper and panel slots as a percentage of conference submissions. Some divisions have received as few as 20 submissions and some as many as 200. Yet both get roughly the same

**Continued next page**

## Members Can Nominate for Future Leadership

All current AEJMC members are being sent an email with a link to AEJMC's on-line nominations form.

A variety of seats on the AEJMC Elected Standing Committees will be open; these will be filled during the election in April 2021. Online nominations of other AEJMC members as well as self-nominations are welcome.

Nominations must be posted by **Oct. 15**.

Nominees must be AEJMC members in good standing with the time and resources required to perform committee functions and travel to the conferences and meetings required. The Nominations and Elections Committee will review nominations and develop a final slate of candidates. Last year more than 250 nominations were received, and all were considered. However, the number of candidate slots is limited, so not everyone who is nominated will be asked to run.

## To the Membership

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As the planning process for the 2021 conference begins, we are again faced with some of the same challenges that we have had this year. But we remain committed to having the safest, most rewarding and most fiscally responsible conference possible.

Our Board of Directors, Council of Divisions, Elected Standing Committees, conference sponsors and advertisers, and members will all have ample opportunity for input to ensure a wonderful New Orleans conference takes place regardless of the format.

Participating in surveys, sending in panel suggestions, submitting research to the competitions, and renewing AEJMC and DIG memberships will all help to create a healthy conference. And remember – the AEJMC office is open and running, so don't hesitate to contact us for any of your association and/or conference needs.

## From the President

Continued from page 2

amount of programming space. A change would create new incentive structures but not automatically accommodate new groups. (2) Specify, simplify and shorten the process for decommissioning DIGs. Groups find value in staying together, but what's best for the group may not be best for the association. Fewer DIGs could, but wouldn't automatically, create room for new groups. (3) Hit the reset button and develop a new DIG structure. Some DIGs could be combined, some split, some reorganized and some created. The goal would be to fill gaps, minimize overlap and build new synergies.

None of these can (or should) happen without membership debate or buy-in. And more ideas, of course, are welcome. Let's engage in the kind of interaction and discussion required to be a vital, adaptive association.

## AEJMC NEWS

Newsletter for the Association for Education  
in Journalism and Mass Communication  
[www.aejmc.org](http://www.aejmc.org)

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### AEJMC Staff

#### AEJMC News Editor

Lillian@aejmc.org — Lillian S. Coleman

#### Desktop Publisher

Felicia@aejmc.org — Felicia Greenlee Brown

#### Website Content Designer

Kyshia@aejmc.org — Kyshia Brown

#### Business Manager

Belinda@aejmc.org — Belinda Pearson

#### Administrative Assistant

Marilyn@aejmc.org — Marilyn Smith

#### Membership Coordinator

Pamella@aejmc.org — Pamella Price

#### Public Relations/Marketing Specialist

Samantha@aejmc.org — Samantha Higgins

#### Conference Manager

Amanda@aejmc.org — Amanda Caldwell

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Columbia, SC 29210-5667. 803-798-0271.

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# See you in March!



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# News from the Accrediting Council

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) made accreditation decisions on 24 schools during its April 25 meeting.

Because of the COVID-19 pandemic, council members and administrators of schools under review participated in a virtual meeting. The council also had a special business meeting in May during which the council decided to push back accrediting decisions for a year.

This means all units on the traditional six-year visit schedule will instead be accredited for seven years for one cycle. For example, a school previously scheduled for a vote in 2022 will now be up for a vote in 2023.

ACEJMC now accredits 118 schools. Accrediting decisions from the April meeting are as follows.

## **Initial accreditation:**

Morgan State University School of Global Journalism and Communication  
University of Puerto Rico – Humacao Department of Communication  
University of West Georgia Department of Mass Communications

## **Removed from provisional and fully reaccredited:**

Auburn University School of Communication and Journalism  
Florida A&M University Division of Journalism  
New York University Arthur L. Carter Journalism Institute (undergraduate program)  
Southern University and A&M College Department of Mass Communication  
Virginia Commonwealth University Richard T. Robertson School of Media and Culture

## **Reaccredited:**

California State University, Long Beach Department of Journalism and Public Relations  
City University of New York Graduate School of Journalism  
Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Monterrey Media and Digital Cultural Department  
Kansas State University A.Q. Miller School of Journalism and Mass Communications  
Loyola University School of Communication and Design  
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Oklahoma State University School of Media and Strategic Communications  
San Francisco State University Journalism Department  
SUNY Buffalo State Communication Department  
Temple University Department of Journalism  
University of Nevada, Reno Donald W. Reynolds School of Journalism and Center for Advanced Media Studies  
University of Tennessee at Chattanooga Department of Communication

## **Provisional:**

Hampton University Scripps Howard School of Journalism and Communications  
Jacksonville State University Department of Communication  
University of Idaho School of Journalism and Mass Media

California Polytechnic State University Journalism Department underwent an initial accreditation review and was given a two-year provisional period to correct deficiencies.

**Site team reports available online:** All site team reports from the 2019-20 accreditation cycle, as well as site team reports dating back to the 2012-13 cycle, are published with school listing by state at: <http://www.acejmc.org/accreditation-reviews/>

Schools are listed under the appropriate tabs to reflect Provisional or Accredited/Reaccredited. Each listing also includes the accredited program's most recent retention and graduation data under the Student Data Information link.

# As New Academic Year Begins, Members Share Tips for Teaching and Researching during Pandemic

*Editor's note: We thought it would be helpful to hear from some of our members about how they are finding professional productivity during a pandemic – so we asked them:*

*“What tips can you offer for maneuvering this fall in terms of teaching and/or researching?”*

*And here is what they said ...*

## **Jerry Crawford, University of Kansas**

COVID-19, the pandemic and the challenges of all things related have actually made my focus on the teaching of the importance of journalism clearer than ever before in my years in the academy.

We have always taught our students the importance of being responsible stewards of truth and information. Well, what a better “life-lab” than the need now, for journalists to promote media literacy and facts? Journalism education needs to rise to face the challenges of misinformation, fake-news, and increased propaganda throughout the world. At the start of my first classes this semester – Media Ethics (online) and Multimedia Reporting (in-person) – we all agreed that this was an opportunity to “Make a difference!” The students are eager to find ways to find sources, report, tell stories and blaze a path toward the possible near-future of media careers.



This same path is what makes research exciting, too! I have found many colleagues willing and re-energized in collaborating on topics outside of our primary focus. It has been exciting to work with scholars in research that can “make a difference.” Electronic video meetings, shareable documents and expedited IRBs have streamlined much of the process of writing. My advice to colleagues is, “Be flexible and collaborate!”

## **Kim Bissell, University of Alabama**

As we were all scrambling around earlier this past spring trying to get our research together for the April 1 deadline for AEJMC's 2020 conference, I am sure most of us would not have imagined we'd still be trying to navigate this situation we continue to be in.

I also know that our lives – work/professional and personal – have been so affected by this global pandemic, and there's no one way to navigate it that is going to be applicable across the board. However, I thought I'd share some suggestions for navigating our teaching and research obli-



gations and everything else going on in our lives – at least things that have worked for me!

- Take care of you – we can't be productive and effective if we aren't taking care of ourselves and our loved ones around us. This is often very hard for us to do, but it's necessary.
- Use a calendar – I put everything from research time to grading time to class prep on my calendar, and it has helped me feel a greater sense of normalcy, plus I am more efficient and organized.
- Schedule collaborative conversations – Since we can't walk down the hallway and chat about a research project or a teaching issue, make time in your schedule to have conversations with colleagues about all of the above. I have many standing Zoom meetings to discuss research, grant projects and meetings with my TAs. It's not a hallway conversation, but it certainly has helped me stay on task.
- Find grace not guilt. I used to feel so guilty about not being productive on any given day. What I suggest is giving ourselves a little grace during this time, and furthermore, let that carryover into our classrooms. There may be students who are struggling to stay afloat and need every bit of grace we can show them. Shed the guilt. This is a challenging time for us all, and I have found that dwelling on the guilt is not productive at all.

We are all finding ways to maneuver this semester, and if it works, keep doing it. We'll get through this!

## **Danielle Kilgo, University of Minnesota - Twin Cities**

“Business is not as usual.” I have to remind myself of this every day, especially on those incredibly difficult days when I can barely write a paragraph because of the challenges the pandemic has thrown upon me: new protocols, new teaching environment, and, yes, still new to researching while my five-year-old asks me for the 15th snack of the day.



I think having that gentle reminder that “Business is not as usual” is the teaching and researching tip from which we could all benefit: ourselves, our colleagues, our students and families. This fall my teaching will embrace the rollercoaster — prioritizing the issues of the moment, adapting for those I can't predict and understanding that plans change. I can change, too. Perhaps more difficult for me is the reminder that “business is not as usual” when it comes to my research. I've had many tearful moments thinking about how much time, writing, research and momentum I've lost. To continue to survive fall, I've built in a new business plan to help



cope. If I can't write, I'll find a way to engage with my community. If I can't collect data, I'll take my hyper-focused blinders off for a moment and observe the truly complex world for what it is. (After all, observing the world's complexities was what made me love research in the first place.) If I have to pass on an opportunity, I'll pass it along to someone who can use it — someone it will empower — and I'll celebrate the successes I've had in the past.

So my tip is to remember business is not as usual (for anyone) at this time. Some days are better than others, and none of us are in sync. We can maneuver through fall together (but socially distant) by offering that grace to ourselves and to others. And we can commit to remembering and accounting for the impact of unusual business in the challenging days and years ahead.

### ***Russell Clayton, Florida State University***

My tip for research is to focus on what is in front of you, such as manuscripts, chapters or book proposals that you have been reluctant to finish. In my case, I have shelved manuscripts this past year because I hit a writer's block. Time to finish those manuscripts and submit! You may also consider connecting with colleagues across-campus or from different universities to collaborate on various projects. I have found myself collaborating with faculty who have conducted a study but need help with data analysis or writing. This is one way to continue producing research while also establishing connections with other scholars.



My tip for teaching is to bring an up-beat attitude every time you interact with students over Zoom (or whatever digital platform you use); stay excited and engaged, and your students will do the same! I try to engage students at the very beginning of the Zoom meeting. I ask that they turn off their email and close other browsers as to not multi-task. I also provide breaks when the Zoom meetings are scheduled for longer than 1-hour in duration. Ultimately, my tip is to stay positive and create an atmosphere where students are excited to join the meeting rather than view the class as "another Zoom meeting."

### ***Lillie Fears, Arkansas State University***

One lesson I was reminded of early in this semester is that more doesn't always mean better. That is, despite there being a plethora of new apps for virtual instruction being developed and marketed to educators, it might be a good idea to move slowly when implementing these new "toys."

Sure, our institutions expect us to make sure the virtual learning platform has quality, but if you're not careful, you can end up teaching more about app use than course material. Also, it



helps to remember that our students have other instructors who also are trying out new apps they've learned about in their courses.

As such, managing a variety of apps for every class can result in added stress for students in what is already an uncertain educational environment. I introduced three apps in my large lecture course, one of which has always had glitches. I ended up ditching the glitchy app, and while making the announcement, I made it a teachable moment for illustrating the uses and gratifications theory. Specifically, I explained that I didn't see any gratifications in this particular app; therefore, it had no more use in our class. And so far no one has complained.

### ***Rebecca Cooney, Washington State University***

Six months ago, the way we design and deliver courses was fundamentally altered by the pandemic. We spent the spring in a state of reaction, the summer in recovery, and now find ourselves in a place of re-structure this fall.



Whether you are teaching online/asynchronous, virtual/synchronous or hybrid in-person and online, you have been asked to shift mindset, adjust course strategy, and find new pathways and approaches to how you educate your students. As you navigate the landscape of teaching and learning this fall, consider applying the backward design model when creating lessons, assignments or activities.

Using concepts developed by Grant Wiggins and Jay McTighe, backward design helps instructors evaluate learner goals first before determining how to teach the content.

#### **Benefits of the Backward Design Model:**

- Focuses on outputs of the instruction (vs. a focus on activities and instruction)
- Encourages instructors to design with intention and purpose
- Provides guidelines for instruction and designing lessons, tasks, units, etc.
- Makes the process of assessment easier because learning goals and desired results are clearly outlined
- Lends itself to "transparent and explicit instruction. If the teacher has explicitly defined the learning goals of the course, then they have a better idea of what they want the students to get out of learning activities." — (Bowen, 2017)

Follow Rebecca on Twitter @RLCooney. Learn more about online teaching in her "Online Teaching Tips" series on Medium.

Source: Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching.

Retrieved 27 Aug 2020 from <https://cft.vanderbilt.edu/understanding-by-design/>

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# Teaching and Researching

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## David Burns, Salisbury University

**250 Steps to Success:** When the pandemic hit, I got a Fitbit. Walking became my way of staying sane. Every hour or so, my Fitbit instructed me to get up and walk 250 steps. I did as I was told, added quite a few more steps and averaged about 11,000 steps a day.

I applied this “little bites at a time” approach to my academic writing beginning last spring, this past summer and into this fall. I wrote 250 words a day on my research.

I continue to this day. Sometimes the result is all right. Sometimes it is all re-write. However, like my steps, I often write more, but I never write less.

These days, I look forward to my daily visits with my research projects. My academic work no longer languishes on the back burner waiting for me to answer countless emails, clear student scripts, grade reporting projects or submit committee work. Best of all, it no longer threatens my weekends.

Since the pandemic hit, I presented a conference paper acceptance, have a journal submission, two papers in final draft, and one in its infancy. I guess I will ponder my newest paper idea on my daily walk.

## Amara Aguilar, University of Southern California

Let's be real. Teaching this fall has been hard. Between living during a pandemic, transitioning to online teaching, balancing working from home, research responsibilities, trying to stay safe and other duties, things are tough. Here's what has been helping me get through:

**Be flexible.** I've tried to set realistic deadlines for myself and dropped any non-essential or non-critical work off my plate. Being flexible is a focus for me. I keep telling myself this is an unprecedented time, and we just have to do our best and it will be good enough. Using a list or to-do app and my calendar app have been essential for me, especially now. In this way I can (at least try to) prioritize teaching responsibilities and research projects I'm working on.

**Be efficient & organized (if possible).** Teaching online can take much more prep time than teaching in person. I've created a Google Drive for every class, with written lesson plans and materials. It has also helped to team up with other instructors



teaching similar classes to share ideas. I've added several instructors to my Google Drive so we can collaborate.

**Let things go.** You may not be as productive or focused as previous semesters, and that is okay. We need to give ourselves a break, and let things go. Some of us also have kids learning at home and are just trying to survive. So as Elsa sang in “Frozen,” “Let it go, let it go...”

**Set boundaries.** Working from home can make us feel like we are always working. I've turned on screen time monitoring for my phone. I'm trying to set times to check email, instead of checking all day. Set a specific time if you can to start and end your day and try to stick to it.

**Give yourself breaks.** Step away from the computer (and your phone). Take a walk. Make lunch. Sit outside and have a tea or coffee. A lot of times we can focus on being exhausted or feel like everything is crashing down around us. Try though to focus on reflecting on what you are grateful for. I've even built-in ice breakers at the start of every class that focus on getting to know my students and being *positive* so we all feel more connected, despite being physically far away.

## Jennifer Thomas, Howard University

Professors have been thrust into a new order with a new lexicon comprised of terms such as hybrid, HyFlex, synchronous and asynchronous modalities. Navigating it all becomes even more onerous for instructors who are trying to adapt and maintain a sense of normalcy for their students and themselves.

I serve as an associate professor, journalism sequence coordinator and academic advisor. Knowing that students were anxious about starting the new academic year in an all-virtual environment, I adapted a *3-C approach*: concern, communication and consistency.

I emailed students in the journalism sequence and my classes before the semester commenced. The communication underscored that faculty members were consistent in communicating, solicitous about their well-being and committed to their success. I also coordinated a virtual journalism town hall meeting where students interacted with faculty, student organizations and academic advising.

During the first virtual session of the senior capstone course, I activated a poll which gauged the students' feelings. This allowed them to be transparent in a positive, listening environment. I then shared an upbeat video featuring several recent graduates who shared messages of encouragement. As I began the lecture, I presented a photo showing two glasses: one half-full and the other half-empty. The discussion led to an important reminder as we head into this unfamiliar terrain: *It's all about perspective.*





### Adam Peruta, Syracuse University

In my six years of teaching for our online graduate program (and most recently at the undergraduate level), I've experimented and learned a lot about teaching online. My top three tips for teaching online via live video are:



(1) Keep students engaged by cold-calling on them to hold them accountable, and be sure they are paying attention. Speak directly to individuals and do it frequently. You can also ask everyone to respond to questions by using the chat box or by a show of hands, for example.

(2) You need to over-animate and be more dynamic so that students pay attention to you. You can do this by using more gestures and motion, changing your position on camera, and by constantly changing the tone and volume of your voice.

(3) Most important, break up your class sessions into smaller chunks that are different in format. Use all of the platform tools available from screenshare to virtual whiteboards to chats and breakout/discussion rooms. Getting used to (and good at) this can take a while. It might be awkward at first and mean extra prep and planning, but a little extra effort will pay off in the end.

### Daniela Dimitrova, Iowa State University

Technology can be a blessing and a curse. But during the current global pandemic, there is no doubt that we have to rely on technology more and more in our work as journalism educators and scholars.

I started the COVID semester here at Iowa State University teaching in a hybrid format. The very first assignment I had was for the students to record a video introduction of themselves. That was fun for everyone and also allowed the students to form a community and get to know each other right off the bat. I also changed my assignments to make them more interactive and get the students engaged in peer-to-peer communication in online breakout sessions or live tweeting, for instance.



What I found is that if you make your expectations explicit from the start, the students deliver. So keep them engaged and accountable too!

The research front also required some adjustments. I was on a sabbatical at the University of Vienna when the global pandemic erupted. The organizations that I was going to interview had to follow a lockdown for more than a month. Instead of giving up on the research, I adjusted quickly and moved the interviews to an online format, using different tools that my participants had access to – from Zoom and Skype to WhatsApp and Facebook Messenger.

So my interviews took place online, thanks to reliable wifi. Being creative and adaptable allowed me to finish the research. This is what I learned: be flexible and don't be afraid of technology. Instead, take full advantage of all the digital tools at your disposal!

### Deb Aikat, University of North Carolina at Chapel Hill

T. S. Eliot had it wrong when he mused in his poem, "The Waste Land": "April is the cruelest month." For me, March 2020 disrupted and tested me, as the COVID-19 pandemic unfolded. As I was navigating the new normal of social distancing, campus closures and remote learning, my 91-year old father, Asis Kumar Aikat, died in his sleep on March 12 in Los Angeles. Due to COVID-19 travel restrictions, I could not travel to Los Angeles. Truth be told, the COVID-19 pandemic has not given me any time to grieve, which may be a good thing, after all. The pandemic has displaced us from our classrooms, offices, labs and libraries. As we begin this academic year, I have two thoughts.



- **Help one another with compassion and commitment:** As we continue with our busy lives, let us appreciate that the coronavirus pandemic has disrupted all of us in different ways. Amid the emotional, economic and epidemical concerns, we are trying to fit in additional responsibilities relating to work, family, school and beyond. Like you, I believe in the power of compassion and commitment to lead in these challenging times. We may be facing severe stress, academic worries, financial difficulties and other hardships, but the power of compassion and commitment will help us endure to the end of the pandemic.

- **"Don't waste a crisis":** Like you, I keep wondering when we will be back to normal. While we cogitate on that, I share a lesson: "Don't waste a crisis." As they say, "Necessity is the mother of invention." Rahm Emanuel, chief of staff for U.S. President Barack Obama, popularized in 2008 the concept of, "Don't waste a crisis." Speaking to a *Wall Street Journal* conclave of business leaders, Emanuel said the economic crisis facing the country was an "an opportunity to do things that you think you could not do before." He quipped: "You never want a serious crisis to go to waste." (Weisman, 2008, para 4-5)

Faced with the financial crisis of 2007-08, the Obama administration implemented several important fiscal measures that restored the financial sector faster than expected and, arguably, rescued the American car industry. In a similar way, faced with the seeming adversity of this pandemic, we should not waste this crisis. We should make the best of opportunities by exploring innovative ways to solve the problems emerging around us, and we should be more creative in our personal and professional lives. By accomplishing something positive, we can take our minds away from pandemic doom and gloom. To that end, I am here to communicate and collaborate with you.

Reference: Weisman, J. (2008, Nov. 20). U.S. interventions will alter industries. *Wall Street Journal* [Eastern Edition, NY], pp. A6.

# Nominate Now for AEJMC Awards

## ***Nafziger-White-Salwen Dissertation Award***

AEJMC's Standing Committee on Research seeks nominations for its Nafziger-White-Salwen Dissertation Award.

The award recognizes excellence in Ph.D. dissertation research that demonstrates potentially significant impact and importance in the field of journalism and communication research and includes a monetary prize.

Dissertations are eligible if successfully defended between Sept. 1, 2019, and Aug. 31, 2020. The committee reserves the right not to grant the award in any given year.

All methodological approaches, theoretical and conceptual frameworks and topical areas related to journalism and communication are welcome. Nominations of women and persons from underrepresented groups are encouraged.

How to nominate:

(a) Nominations must be made by the dissertation advisor/director or by a senior administrator (dean, director or chair) of the doctoral-degree granting unit. Students may NOT nominate their own dissertation.

(b) The nomination package includes four items:

- (1) the nominator's cover letter;
- (2) an eight- to ten-page abstract summarizing the dissertation. This abstract should be double-spaced with 1-inch margins, use 12-pt. Times New Roman font, and not contain any appendices or references;
- (3) a PDF of the dissertation; and
- (4) the nominee's C.V.

(c) The nomination package must be submitted electronically **on or before 11:59 p.m. (Central time), Jan. 15, 2021**. All four (4) items must be delivered electronically by the deadline to qualify for consideration:

(1) The full dissertation must be submitted in ONE single PDF file.

(2) A separate file comprising an extended (blind) eight- to ten-page abstract summarizing the dissertation must be submitted in ONE file (PDF or DOC). The abstract should be organized as follows with subheadings: [1] Introduction and statement of purpose; [2] Theoretical framework and key elements of previous research; [3] Method; [4] Findings; [5] Conclusion and discussion; [6] Statement of importance to the field. Nominees may wish to refer to the judging criteria when writing their abstracts.

Those criteria can be found from AEJMC's website:

[http://aejmc.org/home/wp-content/uploads/2020/09/nws\\_criteria\\_scoring\\_form.pdf](http://aejmc.org/home/wp-content/uploads/2020/09/nws_criteria_scoring_form.pdf)

(3) The nomination letter must include the nominee's name, dissertation title and university affiliation.

(4) Nominee's C.V.

(d) Acknowledgments and other information that might identify the author, advisor or university must be removed from the dissertation PDF and abstract. This includes references to the university where the dissertation was written that may appear in the text. Submissions containing identifying information in these files may be disqualified.

(e) "NWS Dissertation Award [insert nominee's last name]" must be used as the subject header for any and all correspondence in relation to the award.

(f) Submissions will be acknowledged by email.

(g) Non-electronic methods of submission (facsimile, standard mail, courier) are not available or acceptable.

(h) Send nominations and questions to Amber Roessner at the University of Tennessee, [aroessne@utk.edu](mailto:aroessne@utk.edu).

The award is named for Ralph O. Nafziger and David Manning White, authors of *Introduction to Mass Communication Research*, and Michael Salwen, coauthor of *An Integrated Approach to Communication Theory and Research*.

## ***Eleanor Blum Distinguished Service to Research Award***

Nominations for the 2021 Eleanor Blum Distinguished Service to Research Award **will be accepted until Dec. 4**.

The Blum Research Award was created to recognize people who have devoted substantial parts of their careers to promoting research in mass communication.

It is named in honor of its first recipient, the late Eleanor Blum, a long-time communications librarian at the University of Illinois at Urbana-Champaign.

The Blum Award is not necessarily given every year, but nominations received by Dec. 6 will be considered for the 2021 award. Nomination packets should include the following:

- a letter describing the nominee's contributions in the area of the award;

- the nominee's C.V.; and
- at least five additional letters of support (preferably more) from colleagues who can attest to the candidate's qualifications.

The AEJMC Standing Committee on Research encourages the consideration and nomination of diverse candidates for this award, including women and persons from underrepresented groups.

Nominators should represent a range of institutions and perspectives on the nominee's accomplishments.

Recent previous winners include (2020) Linda Steiner, Maryland; (2019) Melvin DeFleur, Louisiana State (posthumously); (2017) Esther Thorson, Michigan State; (2016) Paula Poindexter, Texas at Austin; (2014) Dan Riffe, North Carolina; (2008) Maurine Beasley, Maryland; (2007) Patrick Washburn, Ohio; (2006) James W. Tankard, Jr., Texas at Austin (posthumously); (2005) Margaret Blanchard, North Carolina (posthumously); and (2004) Everette E. Dennis, Fordham.

Nomination packets and letters for the Blum Award should be submitted electronically in a single PDF file to Brooke McKeever at [brookew@sc.edu](mailto:brookew@sc.edu).

### **Tankard Book Award**

AEJMC's Standing Committee on Research invites nominations for the 2021 Tankard Book Award.

This award recognizes the most outstanding book in the field of journalism and communication. It also honors authors whose work embodies excellence in research, writing and creativity. Authors who are current AEJMC members as of Nov. 9, 2020, may self-nominate a first-edition scholarly monograph, edited collection or textbook published in 2020 that is relevant to journalism and communication. (The copyright MUST be 2020.) Nominated books may be co-authored or co-edited, must be well-written, and must break new ground. The AEJMC Standing Committee on Research encourages the consideration and nomination of works by diverse authors including women and persons from underrepresented groups.

### **Nominations are due Nov. 9.**

Finalists must agree to be registered participants at the 2021 AEJMC conference. Finalists will be notified by early June 2021.

To nominate a title for the award, submit the following to Jennifer McGill, AEJMC, 234 Outlet Pointe Blvd., Columbia, SC 29210-5667, for receipt by Nov. 9:

- (1) a nomination letter that includes the book's title, author(s) or editor(s), copyright date, publisher, ISBN and an explanation of the book's contribution to the field of journalism and mass communication;
- (2) the author's mailing address, telephone number and email address;

(3) specific language stating "As the author/editor of this title nominated for the 2021 Tankard Book Award, I guarantee that if my book is chosen as a finalist, I will attend the Tankard Book Award session at the 2021 AEJMC conference as a registered participant"; and

(4) six copies of the book to be considered for the award. Six copies of publisher's page proofs may be submitted, but only if the book will be in print by Dec. 31 and will carry a 2020 copyright. Entries that are not in print by Dec. 31 will be disqualified.

Given the large number of nominations each year, only complete nomination packets will be considered. The Standing Committee on Research reserves the right not to present the award in any given year.

First presented in 2007, the award is named in honor of Dr. James Tankard, Jr., posthumous recipient of AEJMC's 2006 Eleanor Blum Distinguished Service to Research Award, former editor of *Journalism Monographs* and a longtime University of Texas at Austin journalism professor.

Queries about the award should be directed to Jennifer McGill at [Jennifer@aejmc.org](mailto:Jennifer@aejmc.org).

### **Paul J. Deutschmann Award for Excellence in Research**

The Paul J. Deutschmann Award for Excellence in Research recognizes a body of significant research over the course of an individual's career.

The award is named in honor of Paul J. Deutschmann, who developed the College of Communication Arts at Michigan State University. It serves as the AEJMC Research Award, recognizing the top scholars in the association who have made a major impact on the research of the field during their career.

The Deutschmann Award is based on demonstrable influence on the field and is therefore not necessarily awarded every year. To be considered for the 2021 award, **nominations must be received by Dec. 1.**

Nomination packets should include a letter describing the ways that the nominee's contributions shaped the field of journalism and communication, focusing on how the nominee has impacted the specific area of their research and the broad field of journalism and communication.

The AEJMC Standing Committee on Research encourages the consideration and nomination of diverse candidates for this award, including women and persons from underrepresented groups.

In addition, the nomination packet should include the nominee's C.V. and eight to ten letters of support from colleagues who can attest to the candidate's qualifications for the award. Nominators should represent a range of institutions and perspectives on the nominee's accomplishments and influence.

**Continued p. 12**



# Nominate for Awards

## Continued from page 11

Recent recipients include (2020) Dan Riffe, North Carolina at Chapel Hill; (2019) Esther Thorson, Michigan State; (2018) Shyam Sundar, Penn State; (2017) Stephen Reese, Texas at Austin; (2015) Pamela Shoemaker, Syracuse; (2013) Lee Becker, Georgia; (2011) Sharon Dunwoody, Wisconsin-Madison; (2010) Stephen Lacy, Michigan State; and (2009) David Weaver, Indiana.

Nomination letters and packets for the Deutschmann Award should be submitted electronically in a single PDF file to Melissa Tully, [melissa-tully@uiowa.edu](mailto:melissa-tully@uiowa.edu). Please direct any questions to Melissa Tully ([tully@uiowa.edu](mailto:tully@uiowa.edu)).

### ***AEJMC-Knudson Latin America Prize***

AEJMC is calling for books and manuscript-length non-fiction reporting projects (including multi-media) for the AEJMC-Knudson Latin America Prize.

This award is given annually to a book or project concerning Latin American coverage of issues in Latin America. The work must make an original contribution to improve knowledge about Latin America to U.S. students, journalists or the public.

Submitters must be current AEJMC members.

The submission should either be journalistic or educational in nature, or both. The submission may be the result of one author or a team's work. The work must have been published in English. Only one submission is allowed per person. AEJMC does reserve the right to not present an award.

Topics are open, but preference will be given to works on civic issues or topics that promote social change and that break new ground. Works must have been published in 2020.

Entries should include six copies of the work as well as a narrative putting the work in social, political and cultural context.

The winner must attend the AEJMC conference scheduled for New Orleans Aug. 4-7, 2021, to receive the award.

The winner will be notified by mid-May 2021.

Questions may be sent to Jennifer McGill at [Jennifer@aejmc.org](mailto:Jennifer@aejmc.org) or 803-798-0271.

To submit a work for the AEJMC-Knudson Latin America Prize, submit the following to Jennifer McGill, AEJMC, 234 Outlet Pointe Blvd., Columbia, SC 29210-5667, **for receipt by Dec. 4:**

(1) a nomination letter that includes the work's title, author(s) or editor(s), copyright/ publication date, publisher and an explanation of the work's contribution;

(2) the author's mailing address, telephone number and email address;

(3) specific language stating "As the author/editor of this title nominated for the AEJMC-Knudson Latin America Prize, I guarantee that if I am the award winner, I will attend the prize presentation at the 2021 AEJMC conference in New Orleans as a registered conference participant"; and

(4) six copies of the work to be considered for the award.

This award was endowed by the late Jerry Knudson, an emeritus professor at Temple University. Knudson was a long-time AEJMC member whose research and publications focused on Latin America.

### ***News Audience Research Paper Award***

Now in its eighth year, the News Audience Research Paper Award recognizes the best AEJMC conference paper that researches the audience for news. Accepted 2021 AEJMC conference papers about some aspect of the news audience are automatically eligible to be reviewed by a specially appointed committee for this important award. In addition to receiving a certificate, beginning in 2021, the author(s) of the winning paper will receive a \$1,000 cash prize.

There is no separate submission process for this award. Papers on the news audience should be submitted to the division, commission or interest group that is the best fit for the paper. After the review process has been completed by each group, accepted papers will go through a separate review process for the News Audience Research Paper Award.

Research papers eligible for this award should use audience-focused methodologies to provide insight about news audience engagement, attitudes, uses and gratifications, avoidances, socialization, political participation, etc. They may focus on news audiences in general, news audiences by platform, content or mobile device, news audiences defined by age, race, ethnicity, gender, education, generation, political party, ideology, or other social characteristic. New models and theories that provide insight into the audience for news are encouraged.

Created and funded by AEJMC Past President Paula Poindexter as a complement to her 2013-14 presidential initiative News Engagement Day, held annually on the first Tuesday in October, the award's goal is to encourage more research and discussion about the news audience.

The papers are judged on their contributions to understanding the news audience as well as their research design and execution, theoretical grounding, implications for the news industry, and quality of writing. A special thanks is extended to the reviewers of this year's papers and Maxwell McCombs who has chaired the News Audience Research Paper Award competition since its creation. For more information, please email [paula.poindexter@austin.utexas.edu](mailto:paula.poindexter@austin.utexas.edu).

# Nominate for Equity & Diversity Award by Jan. 11

AEJMC is seeking nominations (*applications and self-nominations are welcome*) for the 2021 AEJMC Equity & Diversity Award, which recognizes journalism and mass communication academic units that are working toward, and have attained measurable success, in increasing equity and diversity among their faculty. The unit must display progress and innovation in racial, gender, and ethnic equality and diversity during the previous three years.

The previous recipients of the AEJMC Equity & Diversity Award are Syracuse University's S.I. Newhouse School of Public Communications (2020); the Reynolds School of Journalism at the University of Nevada, Reno (2019); Temple University's Klein College of Media and Communication (2018); Arizona State University's Cronkite School of Journalism and Mass Communication (2017); University of North Texas' Mayborn School of Journalism (2016); University of Alabama's College of Communication and Information Sciences (2015); Iowa State's Greenlee School of Journalism and Communication (2014); Penn State's College of Communications (2013); The University of Southern California Annenberg School of Journalism (2012); Texas State University's School of Journalism and Mass Communication (2011); Elon University's School of Communications (2010); and Louisiana State University's Mansbach School of Mass Communication (2009).

The 2021 AEJMC Equity & Diversity Award will be presented during AEJMC's New Orleans Conference to be held Aug. 4-7, 2021, at the New Orleans Marriott. The AEJMC president also will travel to the winning academic unit during the 2021-22 academic year to make an on-campus presentation of the award. The AEJMC Equity & Diversity Award selection committee will expect applications to address all the items listed as the committee will evaluate efforts over the past three years in these following areas:

**Hiring and Recruitment:** The academic unit illustrates efforts in recruiting, hiring and retaining qualified faculty from groups historically underrepresented in U.S. academia and/or from groups that reflect the communities that the unit serves. Evidence may include description of the unit's protocols for recruitment, hiring and retention. Recent faculty hires that contribute to the unit's diversity should be noted and the percentage of diverse faculty in the unit as a whole should be calculated and included.

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

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

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

**Other initiatives to foster diversity:** The academic unit has initiated other diversity efforts not listed above. Evidence should include specific details of such initiatives.

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

- (a) A cover letter or emailed text that includes contact person's name, phone numbers and email address; title and address of nominated unit and institution; and name and title of unit's head.
- (b) A completed EDA Demographics Form that provides a description of the unit's faculty and students, its degrees conferred, and other information. The form is available on the AEJMC website at [http://aejmc.org/home/wp-content/uploads/2020/09/EDA\\_Form.pdf](http://aejmc.org/home/wp-content/uploads/2020/09/EDA_Form.pdf)
- (c) A narrative, which describes the equity and diversity efforts of the academic unit. The narrative might include goals, actions, steps, and outcomes toward achieving a work environment that promotes equity and diversity.
- (d) A letter from the unit head supporting the nomination.
- (e) At least (3) additional letters of support/recommendation.

Applications may include additional materials, such as: description of specific institutional policies or legislation outlining diversity opportunities or barriers, and documentation of other awards received. The full application should not exceed 25 pages (excluding letters of recommendation/support).

**Complete applications MUST BE COLLATED into ONE DIGITAL FILE AS A PDF FILE** and sent as an email attachment to **Mia Moody-Ramirez**, Baylor University, at [Mia\\_Moody@baylor.edu](mailto:Mia_Moody@baylor.edu). Mention "AEJMC\_diversity" in the subject line of your email submission. Only emailed applications will be accepted. Applications that are incomplete will not be considered. **Important:** Applications remain active and eligible for three years; reconsidered academic units are encouraged to update their applications. Previous Equity & Diversity Award recipients may apply again after 10 years of receiving the award.

**The application deadline is 5 p.m. EST, Jan. 11, 2021.** Late applications will be included in next year's competition. Please address any questions to **Moody-Ramirez**. The committee reserves the right not to present an award in any given year.

# Send in Proposals for Journalism & Communication Theory Colloquium by Nov. 1

The AEJMC Theory Colloquium made its debut in 2020 as a new form of conference programming – with an eventual path to publication – that focuses on interrogation of an established or emerging journalism and communication theory. Colloquia are most similar to panels but have a different focus, format, process and outcome.

**Proposals for next year's theory colloquia are due Nov. 1.**

## **Focus:**

The goal of a colloquium is to critically examine a current journalism and communication theory or concept and to chart a research agenda moving forward. Priority is given to theories and concepts that are important to the field, but that also require critical reexamination given digitization, globalization, and other contextual changes, given theoretic or scientific advances in related disciplines, or simply given inadequate theoretical development. The goal of revisiting the theory or concept is to motivate scholars to do subsequent empirical work that advances our fields' theoretical and conceptual development.



## **Format:**

A colloquium requires a session chair, three or four presenters and a discussant. At least two, but not all, of the presenters should be recognized as a leading authority on the theory or concept. The remaining presenter/s can represent new scholars or scholars from other fields who can bring a clear alternative perspective. The discussant will critically engage all the presenters, while the session chair will moderate the event. The colloquium will be programmed in a normal 90-minute conference session, with at least 20 minutes reserved for audience questions and discussion. Panels should include a diverse pool of experts, including women and persons from underrepresented groups.

## **Process:**

Any AEJMC member can propose a theory colloquium to a division or interest group, but it can only be submitted to one division or interest group. The division or interest group can advance only one proposal to the Standing Committee on Research (SCR), which can choose a maximum of three colloquia in any given year (one for each full day of the conference). The SCR will seek to select three colloquia for the 2021 AEJMC conference that promise rigorous, agenda-moving work and represent the variety of research traditions that find a home in AEJMC.

Proposals will be submitted through the AEJMC office.

The proposal consists of the following, all collated into a single document:

- (1) the name of the division or interest group to which the proposal is being sent,
- (2) a 75-word description of the colloquium for the conference program,
- (3) a 400-word rationale for the colloquium,
- (4) a title, confirmed presenter, and 150-word abstract from each presenter,
- (5) name and 50-word rationale for the confirmed discussant, and
- (6) an ordered list of at least two and up to five AEJMC journals, including divisional journals, which would be potential publishers of the completed colloquium papers. Journal editors should not be contacted in advance.

Proposals should be emailed to [AEJMC@AEJMC.org](mailto:AEJMC@AEJMC.org). Put "AEJMC Theory Colloquium Proposal" in the subject line. For questions, contact María Len-Ríos, chair, AEJMC Standing Committee on Research, at [lenriosm@uga.edu](mailto:lenriosm@uga.edu).

## **Colloquium Paper Requirements:**

For an accepted colloquium, presenters must complete final papers and submit them to the colloquium organizer, chair/moderator, and discussant at least two full weeks before the conference begins. In keeping with the purpose of the theory colloquium, the papers should be theoretical/conceptual in nature with the intent of exploring, synthesizing, or building theory, rather than new empirical research or "one-shot" studies (e.g., see Bennett, W. L., & Pfetsch, B., Rethinking Political Communication in a Time of Disrupted Public Spheres. *Journal of Communication*; Parks, P., Researching With Our Hair on Fire: Three Frameworks for Rethinking News in a Postnormative World. *Journalism & Mass Communication Quarterly*; Ferguson, M. "Building Theory in Public Relations: Interorganizational Relationships as a Public Relations Paradigm," in *Journal of Public Relations Research*; or Romero, M., & Pérez, N. Conceptualizing the Foundation of Inequalities in Care Work. *American Behavioral Scientist*).

Continued next page



## University of Kentucky Student Wins Logo Competition

Justin Alcala, recent graduate of the University of Kentucky's Department of Integrated Strategic Communication, has won first place in the 2021 AEJMC Student Logo Competition sponsored by AEJMC's Visual Communication Division.

Alcala's winning design (right) for the Aug. 4-7, 2021, New Orleans conference features the fleur-de-lis and will be used by the association in all promotion and support of the meeting.

Other logo finalists from the 47 entries include Sydney Oats of University of Kentucky; Bethany Haspel of University of Nevada, Reno; Loreal Johnson of Louisiana State University; and Raymond Vanderpool of University of Kentucky.

Congratulations to all of these talented students!



## Kyu Ho Youm Receives Presidential Award

Kyu Ho Youm, professor and Jonathan Marshall First Amendment Chair at the University of Oregon, has been named by AEJMC's 2019-20 President David Perlmutter as the recipient of the 2020 AEJMC Presidential Award. The Presidential Award is given to long-serving AEJMC members on an as-appropriate basis by the current AEJMC president to recognize distinguished service to journalism and mass communication education.



### 2020 AEJMC Presidential Award Recipient

Dr. Kyu Ho Youm

Professor and Jonathan Marshall  
First Amendment Chair  
University of Oregon

## Theory Colloquium

Continued from page 14

Final papers must be between 20-25 pages in length (double-spaced, excluding tables and references), use 12-point Times New Roman font and have 1-inch margins. Authors should use the citation style appropriate for the discipline, including APA, Chicago, MLA and Harvard.

### Outcome:

The Standing Committee on Research will oversee programming symposia at the 2021 conference in New Orleans. Editors from the journals named in the proposal will have the right of first refusal and if the proposal is accepted the editor will marshal the papers through to publication using their existing processes for invited papers. Colloquia participants are committing to this publication process by virtue of submitting their colloquium proposal. However, if no editors accept the set of papers, authors are free to pursue publication elsewhere.

Each of the selected colloquia will receive \$2,000, with the funds distributed among the substantive participants. The funds will be distributed after the conference, provided all terms of the process are met, including the authors' completion of full papers prior to the conference and their panel presentation at AEJMC.

## Former AEJMC President Ralph Lowenstein Dies

Former AEJMC President Ralph Lowenstein died Aug. 10 after suffering a stroke. He was 90.

Lowenstein led AEJMC in 1991 while he was dean of the University of Florida's College of Journalism and Communications. He led the college as dean from 1976 to 1994 and was regarded as a visionary in the news industry. Lowenstein was one of the first to install a large integrated PC network, made up of around 300 computers, for a university setting. Also while dean, he helped to establish the first citywide, continuously updated electronic newspaper in a venture with the *Gainesville Sun* and *New York Times*.

In 1971, he co-authored the landmark *Media, Messages and Men: New Perspectives in Communication* with John Merrill, which predicted that computers would eventually allow for infinite retrieval of specialized information.

Lowenstein earned his bachelor's and master's degrees from Columbia University and his doctoral degree from the University of Missouri. He was chairman of Missouri's news-editorial program before moving to Florida.

He is survived by his wife, Bronia; two children, Henry and Joan; and six grandchildren.



## AEJMC 2020 Obituaries

Stan Soffin, School of Journalism, Michigan State University

Arthur Heise, School of Journalism, Florida International University

Mike Farrell, School of Journalism and Media, University of Kentucky

Henry Schulte, School of Journalism and Mass Communications, University of South Carolina

William A. Donnelly, professor emeritus of journalism, SUNY Buffalo State College

Edward Jay Friedlander, School of Mass Communications, University of South Florida

Rod Gelatt, School of Journalism, University of Missouri

Glen Broom, School of Journalism and Media Studies, San Diego State University

Edmund B. Lambeth, School of Journalism, University of Missouri

Moses Shumow, Department of Journalism and Media, Florida International University

Ron Farrar, School of Journalism and Mass Communications, University of South Carolina

Ralph Izard, professor emeritus, Ohio University and Louisiana State University

## 2020 Harry W. Stonecipher Award Goes to Two Recipients

The 2020 Harry W. Stonecipher Award for Distinguished Research on Media Law and Policy has been awarded to Rodney Smolla and Robert Kerr for their jointly published essays marking the centennial of the Marketplace of Ideas Theory.

Their articles were published together in the Autumn 2019 issue of *Communication Law and Policy*.

The award is given by AEJMC's Law and Policy Division and honors the legacy of Harry W. Stonecipher, who died in 2004. Stonecipher was an acclaimed and influential First Amendment educator. He nurtured a number of distinguished media law scholars during his 15-year career at Southern Illinois University, Carbondale, beginning in 1969.

Judges felt that, when read together, the articles offered "a path-breaking new way to view the marketplace theory" in the case of the Smolla essay and "a guide to applying that theory to a future of algorithmically curated speech" in the case of the Kerr essay. Smolla's essay is entitled, "The Meaning of the 'Marketplace of Ideas' in First Amendment Law," while Kerr's is, "From Holmes to Zuckerberg: Keeping Marketplace of Ideas Theory Viable in the Age of Algorithms."

Smolla and Kerr were recognized Aug. 7 during the Law and Policy Division's business meeting.



Rodney Smolla



Robert Kerr

## AEJMC Research Prize for Professional Relevance Announced

Kathy Fitzpatrick, professor and incoming director of the Zimmerman School of Advertising and Mass Communications at the University of South Florida, and Paula Weissman, senior lecturer at American University, have won the third annual AEJMC Research Prize for Professional Relevance, for their conference paper, "Public Relations in the Age of Data: Corporate Perspectives on the Use, Value and Impact of Social Media Analytics."

The prize, which carries a \$1,000 award, was established by the AEJMC Presidential Task Force on Bridges to the Professions with the goal of fostering stronger ties between media professionals and educators. It seeks to recognize each year's top AEJMC conference papers "that bring newfound clarity and insight to emerging media industry practices, cultures and business imperatives."

Finalists were nominated by AEJMC divisions and interest groups, as well as by reviewers of papers submitted to the 2020 AEJMC conference. A judging panel of communication scholars and representatives from five leading professional media organizations chose the winners.

The winning paper by Fitzpatrick and Weissman distilled the results of in-depth interviews with chief communication officers at 21 major U.S.-based multinational companies. The study found that while executives view social media analytics as strategically important, such data are perceived to be most valuable in responding to crisis situations and in campaign planning and evaluation, as opposed to proactively using social media data for building stakeholder relationships, informing CSR and conducting competitive benchmarking. Judges praised the paper for providing timely insights while also identifying opportunities for students, professionals and educators.

Second place was awarded to "News Story Aggregation and Perceived Credibility" by Stan Diel of Francis Marion University and Chris Roberts of the University of Alabama. Third Place was awarded to "What's Fake News to You?: How Divided Epistemologies Shape Perception of Fake News" by Taeyoung Lee, Tom Johnson, and João Vicente Seno Ozawa of The University of Texas at Austin.

Professional media organizations represented in the judging panel included the American Advertising Federation, the Asian American Journalists Association, the National Association of Hispanic Journalists, the Online News Association, and the Public Relations Society of America. All winners were recognized during AEJMC's virtual conference in August.



# TEACHING TIPS CORNER



By Tracy Everbach  
AEJMC Standing Committee  
on Teaching  
University of North Texas  
everbach@unt.edu



and  
Candi Carter Olson  
Utah State University  
candi.carterolson@usu.edu

## Testing Tolerance Offers Teaching Tips for Classroom Controversies

What happens when a student in your class discusses her own sexual assault? How do you moderate a classroom discussion on Confederate statues on campus or in the community? What do you do when a student asks questions that are offensive to other students? How do graduate instructors handle hot-button student discussions?

We aim to answer these questions and provide a guidebook for instructors in our new book, *Testing Tolerance: Addressing Controversial Topics in the Journalism and Mass Communication Classroom*, published by Rowman & Littlefield. It's part of the AEJMC Master Class Series (see p. 19). As former heads of the AEJMC Commission on the Status of Women, we conceived this book from a teaching panel we hosted for several years at the AEJMC annual conference in which we discussed gender, race, sexuality, disability, mental health and other topics. Several of those panelists contributed chapters to our book. Each chapter is designed to tackle specific issues, problems, and discussions instructors and administrators might have to handle.

- Candi Carter Olson writes about teaching media literacy and its importance in addressing race, class, gender, disability, sexuality and other differences. Her chapter walks readers through three exercises, each increasing in the discomfort students may feel, and recommends ways to help students through the exercises.

- Tracy Everbach focuses on how to manage controversy and conflict in the classroom. She has been teaching a class on race and gender in the media for more than a decade and offers answers to the question, "How do we discuss highly emotional personal and political topics in a civil, intellectual manner?"

- Meredith Clark offers strategies to manage the emotional labor that faculty of color face on primarily white campuses. She discusses the invisible labor involved in supporting students and fighting for social justice while completing the everyday work expected of tenure-track professors.

- Chelsea Reynolds provides advice for navigating the increasing mental health issues that both students and faculty are feeling across college campuses. She leads readers through her proactive approach to mental health in the classroom.

- Rebecca Hains, who has extensive experience as a public intellectual on the internet, gives practical advice for other instructors and writers on coping with and handling online harassment. She focuses on how to protect one's mental health, reputation and job when attacks come from the digital public sphere.

- Former AEJMC President David Perlmutter offers an administrator's perspective on public perceptions of university employees. He discusses the balance that administrators must strike between the public and the institution, which can create high levels of stress and strain on university leaders.

- Marquita Smith and María Len-Ríos provide practical advice on engaging students by flipping the classroom and by using the "difficult dialogues" framework to address critical examinations of race, gender, class, sexuality and other sensitive topics.

- Steve Fox gives tips on how to tamp down the classroom and student media "bro culture" that permeates sports journalism and outlines his advocacy for women students and sports journalists.

- Meg Heckman addresses pressures on advisors regarding campus sexual abuse and mandatory reporting requirements. Instructors are being forced to reveal information students give them in confidence, and she offers specific advice and resources for advisors.

- Three leaders from the Native American Journalists Association (NAJA) discuss approaches to teaching and reporting on Indian Country. Victoria LaPoe, Lenzy Krehbiel-Burton, and Rebecca Landsberry outline how to accurately portray tribal communities, with the goal of reducing stereotyping and erasures of Native identities and perspectives.

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 [aejmc.com/home/resources/teaching-resources](https://aejmc.com/home/resources/teaching-resources)

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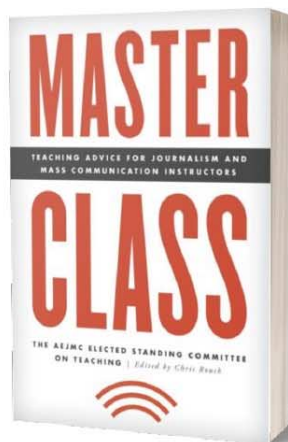
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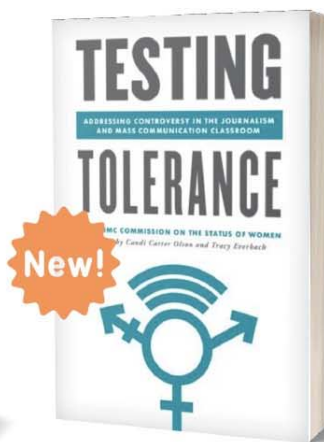
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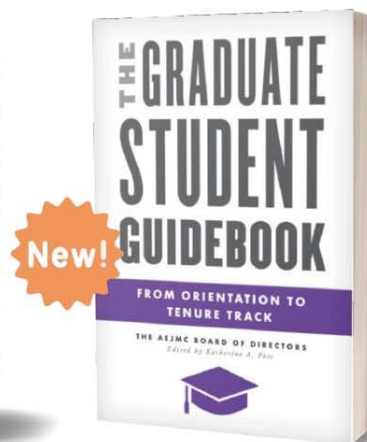
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## Testing Tolerance

Continued from page 18

- Laura Castañeda takes on “mansplaining,” which is the act of over-explaining something to a woman in which she is an expert. She offers class activities to draw attention to and prevent the phenomenon.
- Khadija Ejaz discusses the ways that identity, student perceptions, and instructor authority collide in university classrooms for new graduate students teaching courses. She shares personal reflections and those from other graduate students on teaching difficult topics for the first time, especially as a woman and a racial or ethnic minority.
- Nathian Rodriguez focuses on ways to use mediated texts of LGBTQ+ representations to foster discussions of intersectionality

in classrooms. He suggests various pop culture texts, including videos, podcasts, streaming shows, and music, through which to do so.

- Paromita Pain offers ways to create a classroom environment that supports and encourages intersectional conversations. By breaking it down, she makes intersectionality approachable and usable by both students and professors.

Finally, we provide resources for teaching tolerance, including books, videos, films, academic journal articles, popular articles, and interactive online projects, and offer tips and tricks for making your classroom a safe and challenging space for approaching tough topics.

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