

NEWSLETTER

META CARSTARPHEN TO RECEIVE FIRST FÉLIX F. GUTIÉRREZ AND CLINT C. WILSON II MAC AWARD FOR TEACHING EXCELLENCE AND INNOVATION AT AEJMC CONFERENCE IN DETROIT

BY PAULA M. POINDEXTER

Meta Carstarphen of The University of Oklahoma is the inaugural recipient of the Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation. The award and \$500 cash prize will be presented during the Minorities and Communication Division's Awards Presentation and Social at the AEJMC Conference in Detroit, Thurs., Aug. 4, 6:30 to 8:30 p.m.

The teaching award's selection criteria and evaluation process were determined by a committee of eight MAC members, representing universities across the country. Because the award is for both teaching excellence and innovation, nominees were asked to describe a course that embodied both attributes. Additionally, nominees were required to include a course syllabus and supporting letters from a colleague and former student in their self-nomination materials.

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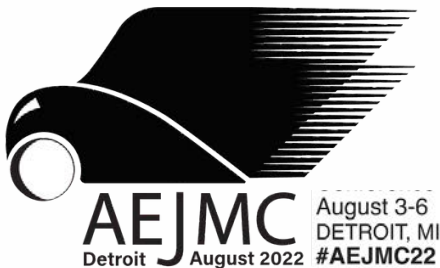
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MAC LEADERSHIP

A NOTE FROM MAC HEAD



Dr. Sydney Dillard



As the summer slowly comes to an end, we are gearing up for another momentous occasion. The Minorities and Communication division is excited to welcome all of our members back for the return of our first face-to-face conference at AEJMC, post the pandemic. While this year has been quite a struggle for many of us, we've all displayed resilience by continuing to push our scholarship forward. This year's conference is filled with excellent programming, brought to you by an exceptional executive board. Research, teaching, and PF&R topics for this year's programming include:

- Reporting and representation of BIPOC
- Investigating media and inclusion
- Advancing community issues
- COVID-19 reporting and responses
- Promises and perils in media practices
- Examining journalism practices and institutions
- Detroit innovators
- Future directions of DEI
- HBCU Roundtable discussions
- New empathy for defendants
- Yellow peril, perpetual foreigner

Be sure to review the conference program schedule to find programming topics and times that best fit your schedule.

Other important engagement opportunities include our member's meeting on **Wednesday, July 27 at 11:00 am Eastern** (10:00 am Central time; 8:00 am Pacific). Similar to last year, we elected to host our members meeting via zoom to allow for maximum attendance for all members scattered throughout the globe. The zoom link will be provided via the MAC listserv, but can also be found [here](#). We look forward to providing important updates about this year's accomplishments and the next year's outlook.

While it will be all business at this year's business meeting, we also look forward to our upcoming celebration. This year we will be hosting an *Awards Presentation and Social* as we congratulate award winners, including the inaugural recipient of the Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation. We encourage our members to utilize this time to network, meet, and cheer on other members while building bridges for potential future collaborations. The *Award Presentations and Social* is scheduled for Thursday, August 4, from 6:30 – 8:30 pm. We hope to see you there.

Finally, I want to take this last moment to thank each of our executive board members for their hard work and dedication throughout the year. Many thanks to our Vice-Head (Danielle Brown) for creating exceptional panel programming and strengthening the division's connection to the Commission on the Status of Minorities; Angie Chuang (Secretary) for keeping detailed minutes for every meeting, helping keep us all on task as we juggle various responsibilities; Maria DeMoya (Faculty Research Chair) for managing the faculty research competition/programming; Rafael Matos (Student Research Chair) for graciously stepping into the this role when needed and managing the student research competition/programming; Leticia Williams (Midwinter Research Chair) for coordinating the return of a successful fully face-to-face Midwinter Conference; Keonte Coleman (PF&R Chair) for his tireless efforts providing PF&R programming, newsletter content, and serving as a lead division representative on conference award review committees; Calvin Hall (Teaching Chair) for providing teaching programming and timely newsletter contributions; Vanessa Bravo (Grants Chair) for promoting and leading the charge for our Paula Poindexter Research Grant competition; Miriam Hernandez (Newsletter Editor) for her outstanding commitment to designing and publishing the MAC seasonal newsletter;

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Mia Moody-Ramirez (Membership Chair) for continuing to grow our membership and support MAC through strong fundraising efforts such as the 50 for 50 donation campaign; Kathleen McElroy and Miya Williams Fayne (Mentoring Co-Chairs) for providing excellent programming throughout the year that continues to provide support and development opportunities to all our members; Ajia Meux (Graduate Liaison) for providing insight and pathways to help direct MAC better serve our graduate student members; Denetra Walker (Social Media Coordinator) for regularly keeping MAC members updated and smiling through timely social media engagement efforts; and Mas Biswas (Webmaster) for troubleshooting our technical concerns and generously volunteering his time to ensure a seamless transition from MAC's previous website to the upcoming centralize site through AEJMC.

Special thanks also need to be directed to Paula Poindexter for leading our efforts to establish the Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation. I also want to thank each and every member that has volunteered their time to the division as committee members, reviewers, panelists, moderators, discussants, and contributors; without your time and commitment we could never accomplish the important work we are doing to address goals the division set over 50 years ago. It has been a wonderful year working with each and every one of you and I hope you have thoroughly enjoyed collaborating on these many tasks as much as I have. I look forward to seeing each of you at this year's conference!

MACD Membership & Fundraising

By Mia Moody-Ramirez
MACD Membership Chair

As of June 18, 2022, the AEJMC Minorities and Communication (MAC) Division had 389 members. Last year around the same time, it had 315 members. While I don't know how that number compares to other divisions, the MAC division has continued to grow in the last three years.

Membership numbers are up this year possibly because it is the first in-person conference in two years and members are excited to meet in person once again. In addition, Detroit is a good location to hold a conference. It is more affordable than other conference locations.

2022 MACD Fundraising

This year's fundraiser "On the Horizon: The MACD 2022 Comeback Fundraiser" will kick off during the business meeting at the conference. It will be in conjunction with an effort by Dr. Paula Poindexter to raise awareness and funds for the division's grants.

"Paula will be heading up the Teaching Innovation Award fundraising committee," MACD Head Sydney

Dillard said. "We are looking forward to raising funds for this worthwhile project."

Last year's fundraiser, the MACD 50th anniversary 50-for-50 fundraising campaign raised more than \$3,200 to be used toward funding research grants and scholarships for MAC members and graduate students. The campaign launched at the division's business meeting during the annual AEJMC conference on July 30, 2021.

More than 40 MAC members and friends made donations to the fund.

Learning to let go

Calvin L. Hall, Ph.D.

North Carolina Central University
Department of Mass Communication
Teaching Chair

When the adjunct faculty member who served as co-instructor for my department's Advanced Sports Media production course notified me that he would not be able to teach the course during the Spring semester, I was disappointed. For a department chair, it's often difficult to find instructors for specialized courses and deal with all the necessary institutional processes for hiring said instructors. In addition, he had become a great instructor. When we first met five years earlier to create the framework for the course, he had never taught before, but his professional credentials were excellent.

Thus, I provided the organizational structure for the course – assessment of assignments and the recordkeeping. But during the five years of the course's existence, my co-instructor became more and more adept at handling those aspects on his own. He became the Jim Fowler to my Marlin Perkins – out in the wild wrangling the big boa constrictor into a sack for transport while I narrated in the *Wild Kingdom* studio.

Instead of removing the course from the next semester's schedule, I decided to teach it by myself.

My plan was to make the course much different, changing its focus from the external experiences through our athletics department to one with more emphasis on the sports reporting that the previous version of the course was missing. That was my plan, and I was comfortable with it. But plans change, and you must sometimes learn live with what is less comfortable.

I fully embraced the hopeful naïveté that most instructors have when planning a new course. I planned my schedule, my readings, my assignments, and set up my course management site. I was ready for my role as “sage on the stage.”

But about two weeks into the semester, I received a notification via e-mail about a sports media-related contest. As I started thinking about the students in my course and their experience in other courses, I felt that it might be a good opportunity to do quality work on a special project that they could look back at with pride after they graduated. My only problem was that I had no idea how to guide them in such an endeavor.

While I had judged enough contests to know what good video looked like, I didn't know how I would teach production processes associated with video. My specialty was teaching writing, and I was decent enough –



Calvin L. Hall, Ph.D.

or so I had convinced myself over the years. But I realized that if the students were going to get the most out of the experience, I would have to give up a measure of control of the course – move from “sage on the stage” to “guide on the side.” To aid in my transition to my new teaching role, I developed the following simple list of questions:

- What do I want the students to produce?
- What do the students know?
- What do the students need to know?
- What do I know as instructor?
- What do I need to know to help the students be successful?

However, my moving from sage to guide proved to be a problem for my students as well. When I presented the change to the project focus to them, they reacted with more than a little skepticism about whether they could complete a project in the short time before the contest deadline. A couple of them even spoke openly about their preference for the more structured course I had planned. But after giving them a rousing speech about what they were capable of that rivaled anything in Shakespeare's *Henry V* or halftime locker room, they left class convinced about their potential and began thinking about the subject for their project.

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Learning to let go

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I still had the problem of negotiating the wide gap between what I expected from them and my ability to guide them effectively enough to meet my expectations. I believed that the students had the skills to complete the type of project I believed them to be capable of creating. I just wasn't sure how I could get them to deploy those skills. However, I knew how to find experts who could.

By the next class period, I had invited guest speakers who had years of experience in creating the same kind of productions I expected the students to produce and who were eager to be guest presenters for my students. As a bonus, they offered to check in weekly to monitor the students' progress.

After a tense few days in which the students' chosen subject did not respond to their inquiries about participating in the project, they were able to get started. And once they got started, their working established its own sort of momentum. In keeping with my "guide on the side" role, I made myself available for discussions about all non-technical issues and provided any needed equipment and building access. The guest experts handled questions regarding technical issues. After dealing with my own worries at the start of the project, I was able to let them go, knowing that I had given them the tools to be successful as a team.

In the end, the students completed their project in time to meet the competition deadline, and their project ended up making it to the finalist stage as one of the top five entries in the competition. And I learned that it was okay to step back and let students lead their own educational experiences; it's what separates education from mere training.

In addition, after the project's completion there were even enough weeks remaining in the semester that I could go bring back to a bit of the structured approach I had originally planned. That transition had some challenges of its own. Still, it was worth confronting those challenges to learn to let go.

Tips for first time (in-person) conferencing

By Ajia Meux
Graduate Student Liaison

This summer I attended the International Communications Association (ICA) in Paris, France. It was my first in person conference since starting my PhD program in 2019. When I was accepted, it still didn't register how attending an in-person conference could be so powerful and important.

Before I went, I scoured Twitter to find other people of color who'd be going. After a hashtag search, I found a Black woman who was a PhD student at LSU. She was also one of my sorority sisters. We connected excitedly online, and became instant besties.

Once I started moving around the enormous conference space, meeting scholars from different places, listening to research in real time and galivanting around town with my new academic bestie, it hit me just how different the experience of an in-person conference is. I had research accepted at both the 2020 and 2021 AEJMC conferences, but the virtual experience robbed me of something I didn't realize at the time. For three years, my academic journey had been limited to the graduate faculty at my college and institution. The pandemic smushed us all together, with very little room to explore. The conference gave me the opportunity to feel the energy and hear the perspectives of different people all over the world.

I left the conference with a renewed interest in my life as an academic. There's something about receiving encouragement on your ideas from people who don't know you. There's also something profound about meeting other students who are experiencing some of the highs and lows of the PhD journey. It makes what is a generally isolating process, not so lonely. Also, I had had plenty of lunches, dinners and drinks with my sorority sister that turned into research projects as well.

AEJMC will be an excellent place to connect, and MAC will provide you with lots of opportunities to get those experiences. I encourage you to attend the MAC business meeting, our social and panels to (re)invigorate you. If funds are an issue, put your hat in hand and approach every single department on your campus – from your graduate college to your campus's diversity, equity, and inclusion office. If **your** academic unit does not have funds for you to attend a conference, trust me, another one absolutely does. I am 100% certain that one of the keys to this journey is understanding that your life as an academic is bigger than your institution, your chair, or the faculty in your college or at your institution. Your work is important, and people want to hear it.

MAC'S MENTORING PROGRAM

By Kathleen McElroy
MAC-2-MAC Co-Chair

MAC's mentoring program had a robust year in 2021-22 because of the new members seeking mentors. Forty-six of the 67 who registered for the program at the start of the fall semester were first-time participants. Overall, 70% of all registrants sought mentors. The program chairs went beyond the initial survey responders to find mentors, especially those who identified as international. A few mentors accepted two mentees.

Each month, the mentors-mentees were given a prompt for their Zoom or telephone discussion.

In addition to individual mentoring, the program held its second year of its MAC-2-MAC Zoom sessions, in which MAC members led discussions about academic life. Dr. Rochelle L. Ford, then-dean of Elon's School of Communication and the newly named Dillard president discussed "Applying for Academic Jobs," Oct. 1 with Zoom 20 participants. If you are named a candidate, Dr. Ford said it's best to be yourself: "If you wear braids, wear braids. If they don't accept you as you are then you don't want to be there."

The fall semester's second MAC-2-MAC session was "Applying for Grants and Fellowships," by Dr. Ammina Kothari, director of the University of Rhode Island's Harrington School of Communication & Media and an AEJMC Emerging Scholar who recently received an NSF grant. Dec. 3. Her well-received session led to several MAC members applying for grants for the first time in their academic careers.

The spring MAC-to-MAC kicked off with Dr. Nathian Rodriguez, a newly minted associate professor at San Diego State University, and Dr. Kathleen McElroy, director of UT-Austin's School of Journalism and Media, discussing the tenure process. "When it comes to writing these letters and putting your packet together, sell yourself," Dr. Rodriguez said in the session titled "From Hired to Promoted: The P&T Process" on Feb. 11. "Highlight everything about you, everything that you've done. Don't be modest about anything, just really make sure that you are shining and pointing out the importance of your work and why they need you there."

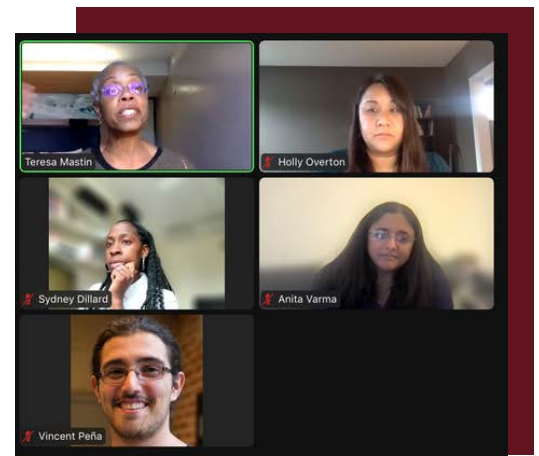
The final MAC-2-MAC session of the academic year was "Juggling Service," on April 8, when a panel of faculty members shared their advice about how to make the best choices when it comes to service.



Attendees to session "Juggling Service"

Dr. Maria DeMoya Taveras, an associate professor at DePaul University, led the discussion with Dr. Teresa Mastin, professor and chair at Michigan State University, and Dr. Holly Overton, associate professor at Penn State.

At the end of the academic year, MAC members were sent a survey about their experiences and future programming and ideas. The survey was completed by nine mentees, four mentors and four members who participated in both roles. The vast majority of respondents found the program rewarding and said they are likely to participate again next academic year. Based on the results from the survey, future MAC-2-MAC programming will include sessions on "Branding Your Academic Self," "Navigating Being a Scholar of Color" and "Finding Work/Life Balance."



Attendees to session "Juggling Service"

Meta Carstarphen to Receive First Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation at AEJMC Conference in Detroit

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Award Recipient's Course. In her powerful self-nomination letter, Dr. Carstarphen described "The Tulsa Race Massacre: 100 Years Later," a course that grew out of an \$18,000 OU Presidential Dream Course series grant that she and three of her university colleagues were awarded for their team-taught class proposal. The goal of the course, according to Dr. Carstarphen, was "to instruct students about a significant historical event from three disciplinary lenses: History, Journalism/Media, and Creative Writing. A fourth colleague was invited to design and prepare a digital humanities site that showcased the work of the professors and students."

Dr. Carstarphen also addressed the unique challenges in teaching about the Tulsa Race Massacre one century after it happened. She said: "The central challenge of teaching this class centered around bringing reality and context about an issue that was historically relevant, but deliberately silenced in the very state where it happened." She added: "Repeatedly, I heard students say that they had lived in Oklahoma all of their lives, but knew little or nothing about this event. My task was to present them with primary media artifacts from that time period to understand context and to teach a type of media literacy that would allow them to critique and learn from these resources, including contemporaneous accounts of this historic event."

Reactions to Award's First Recipient. The selection of Dr. Carstarphen as the inaugural recipient of MAC's new teaching award was met with enthusiasm by the award's namesakes, her dean at The University of Oklahoma, and the leadership of the MAC Division during its May 13, 2022 virtual board meeting.



DR. META CARSTARPHEN
THE UNIVERSITY OF OKLAHOMA

Sharing his thoughts in an email, award namesake Dr. Félix Gutiérrez said: "Dr. Meta Carstarphen is a great choice and sets a high standard for future honorees. She is an exemplary leader of what we in the MAC Division strive for in so many ways, including teaching." Dr. Clint Wilson, whom the award is also named after, acknowledged the work of the teaching award committee in his email, saying: "I congratulate the selection committee for its choice of Meta as the inaugural recipient of the award. She is an ideal honoree for many reasons."

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Meta Carstarphen to Receive First Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation at AEJMC Conference in Detroit

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Dean Ed Kellye of Oklahoma's Gaylord College of Journalism and Mass Communication emphasized the significance of the course that was central to Dr. Carstarphen's nomination package. He said "The Tulsa Race Massacre: 100 Years Later" was the "most important" course taught on the University of Oklahoma campus in 2021. He added: "I know that Meta, as the first ever recipient of the award, will be an inspiration for those who will receive it in the future."

Teaching Award Begins New MAC Chapter. When on June 10, 2021, MAC's executive board unanimously approved the newly proposed Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation, AEJMC's MAC Division began writing a new chapter in its half-century history that has included trailblazing leaders, cutting-edge diversity scholarship, and countless activities and actions that have raised the diversity conscience of AEJMC and journalism and communication programs across the country.

From the vantage point of Paula Poindexter, past MAC Head and past AEJMC President, who proposed the teaching award, MAC's new chapter begins with the award's name and purpose.

Poindexter said: "Through its name, the award honors Félix Gutiérrez and Clint Wilson and their decades of contributions to the MAC Division, AEJMC, the profession, and journalism and communication education and scholarship. And through its purpose, the award will forever shine the brightest of lights on the excellence and innovation that year after year MAC members bring to their journalism and communication classrooms while transforming the lives of the next generation of journalists, communication professionals, and scholars."

Become a Teaching Award Endowment Donor. The award and cash prize that recipients receive will be funded from the annual interest produced by a \$25,000 permanent endowment that is being established at AEJMC. MAC Division members as well as Friends of MAC are encouraged to become a donor to the teaching award endowment by writing a check or contributing online. Checks should be made out to AEJMC with "Gutiérrez-Wilson Teaching Award (MACD)" in the memo line, and mailed to: AEJMC; 234 Outlet Pointe Blvd., Suite A; Columbia, SC 29210.

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"The Tulsa Race Massacre: 100 Years Later" was the "most important" course taught on the University of Oklahoma campus in 2021.

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To contribute online, click the link, <https://aejmc2.wufoo.com/forms/aejmc-contributions>, and complete the form. For the "Contribution Choice" box, click "Other," where you can write in "Gutiérrez-Wilson Teaching Award (MACD)."

For questions about becoming a donor to the Gutiérrez-Wilson Teaching Award Endowment or nominating yourself for the 2023 teaching award, please email the chair of the Gutiérrez-Wilson Teaching Award Committee at paula.poindexter@austin.utexas.edu.

I CHALLENGE JMC PROGRAMS TO EMBED DEI WITH THE SAME FERVOR AS MEDIA ETHICS

Keonte Coleman, PhD

PF&R Chair

Assistant Professor

S.I. Newhouse School of Public Communications - Syracuse University

I'm not stepping out on much of a limb to say that my Journalism and Mass Communication (JMC) colleagues include lessons on media ethics, both planned and unplanned, throughout their units. I challenge us all to take that same energy and apply it to embedding diversity, equity, and inclusion throughout JMC programs.

JMC administrators, faculty, and staff have the power to make sure the ethical standards we uphold as journalism practitioners and scholars are inclusive in nature when we teach our classes, approve story ideas, judge submissions, make recommendations for new hires, and vote on tenure and promotions. We must begin to dismantle a system that was created to exclude those who do not look like the "Founding Fathers."

- **Teaching Classes:** Make your course content inclusive. Do the images and examples shown represent the diversity found in your classroom and the communities your students will serve once they graduate? Are you providing resources from scholars of diverse backgrounds and abilities? If not, you can do something about it. Google is your best friend. You can make your content and examples as diverse as you want them to be by intentionally searching for what you need. For example, when searching for a source, instead of Googling "epidemiologist," search for "Black woman epidemiologist." A generic Google search will rarely provide you with diverse images or sources.
- **Approving Story Ideas:** We have probably lost generations of journalists from marginalized communities because their ideas weren't nurtured in the newsroom by faculty, staff, or student leaders who didn't identify with them. We must find better ways to nurture all of our storytellers. Our campus publications have years of content with few traces of diverse sources outside of our sports sections. We can fix that.
- **Judging Submissions:** Let's make sure that when we're judging submissions to journals and contests, we're giving everyone a fair chance. Let's challenge our journal editorial boards and contest boards to begin tracking the acceptance and rejections of marginalized faculty submissions. Let's have a conversation about the lack of "fit" that often disqualifies these submissions. We need to make sure that equitable rubrics are created and utilized, while also evaluating judges' adherence to these rubrics.

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I CHALLENGE JMC PROGRAMS ...

PF&R COLUMN from page 10

- **New Hire Recommendations:** Academic units can take several steps during the hiring process to ensure open positions are accessible to a wide array of candidates while still meeting or exceeding the needs of the unit.



Keonte Coleman, Ph.D.

Implement unconscious bias training so everyone understands how their perspectives shape their decision making. Create inclusive job descriptions that speak to what's desired by the unit, being sure to pay attention to the items included in the "required" section. Send your job descriptions to organizations that represent various affinity groups (e.g., National Association of Black Journalists, South Asian Journalists Association, Trans Journalists Association, etc.) to increase your chances of getting a diverse applicant pool.

- **Voting on T&P:** This is one of the most important—and even sacred—committees that a faculty member can serve on at an institution of higher learning. You're tasked with vetting all the materials submitted by your colleagues to decide if they deserve the opportunity to continue working at your institution. Let's make sure that we're completely aware of the burdens, invisible taxes, and closed doors that marginalized faculty have to negotiate on their way to tenure before dismissing their dossier because it looks different from yours. Take some time to read the research on marginalized faculty that highlights unfairly low student evaluation scores, extra committee service work, added mentoring and advising, delegitimized scholarly work, and being overlooked for stretch opportunities within the unit or university.

We must get to work. It's time to update our knowledge base and diversify our resources. We can't expect those who are in the most vulnerable positions to do all the work as they have the least power and influence to enact systemic change. We must be willing to be uncomfortable with facing some hard truths about our colleagues, institutions, and practices, and perhaps most importantly, ourselves. We need to make our programs as diverse, equitable, and inclusive as possible—ethically speaking, of course.



AEJMC 2022 MAC PANELS



Conference
August 3-6
DETROIT, MI
#AEJMC22

By Danielle K. Brown

Last year, MAC members showed up and submitted many brilliant panel ideas last year. We sponsored a total of eight MAC panels, one that includes a catered breakfast, and worked with other amazing leaders to find spaces for as many other panels as we could. As such, you'll see MAC members highlighted prominently on every day of the programming. But, as my panel planning duties wind down, your panel attendance planning is just gearing up! Here's the rundown of what to look for as you layout your schedules and travel plans for the Detroit conference.

MAC sponsored one research and two PF&R panels that feature academic and industry professionals alongside one another for what is bound to be an engaging and exciting conversation. Look for "Detroit's Innovators in Community Engagement," and "To Plead Their Own Cause; a Conversation about Black Journalism Scholarship and Building Bridges with the National Association of Black Journalists," and "Future Directions and Imperatives of DEI work in Journalism" on your conference schedule. MAC also co-sponsored two very timely teaching panels -- "From MOVE to George Floyd and Beyond: The Challenges and Benefits of Journalists of Color Covering Their Communities" and "Teaching Diversity, Equity, and Inclusion: Pedagogical Best Practices for Meaningful Learning in the Classroom." Complementing our peer-reviewed research program are three research panels, titled "Shifting Ethics in Crime Reporting: Unpublishing Requests and Not Naming Suspects" and "Yellow Peril, Perpetual Foreigner, or Model Minority?: How Historic Media Narratives Reverberated in 2020-21's Epidemic of Anti-Asian American Violence."

We are trying something new with the annual HBCU roundtable so please plan to grab some coffee and a breakfast while catching up on all things HBCU on Friday, August 5. The Roundtable features leaders at several HBCUs around the country but is also an opportunity for everyone to listen and be a part of the conversation about excellence in academia.

Finally, please keep in mind we had more programming ideas than slots, but many of the ideas were adapted for other Divisions and Commissions. You'll see many MAC members' presenting with the Commission for the Status of Minorities, so make sure to show up and support those scholars too! I look forward to seeing you in Detroit.

PANELS:

Detroit's Innovators in
Community Engagement

To Plead Their Own Cause;
a Conversation about Black
Journalism Scholarship
and Building Bridges with
the NABJ

Future Directions and
Imperatives of DEI work in
Journalism

From MOVE to George
Floyd and Beyond: The
Challenges and Benefits of
Journalists of Color
Covering Their
Communities

Teaching DEI: Pedagogical
Best Practices for
Meaningful Learning in the
Classroom

Shifting Ethics in Crime
Reporting: Unpublishing
Requests and Not Naming
Suspects

Yellow Peril, Perpetual
Foreigner, or Model
Minority?

Detroit Conference Sessions 2022



Conference
August 3-6
DETROIT, MI
#AEJMC22

Wednesday August 3, 2022

	Title	Type	Day/Time Scheduled
1.	Scholar-to-Scholar (Poster) Refereed Paper Session	Poster paper session	8:30 am – 10:00 am
2.	From MOVE to George Floyd and Beyond: The Challenges and Benefits of Journalists of Color Covering Their Communities	Teaching panel	12:30 pm – 2:00 pm
3.	Teaching Diversity, Equity, and Inclusion: Pedagogical Best Practices for Meaningful Learning in the Classroom	Teaching panel	4:30 pm – 6:00 pm

Thursday August 4, 2022

	Title	Type	Day/Time Scheduled
4.	Detroit's Innovators in Community Engagement	PF&R panel	10:30 am – 12:00 pm
5.	Top papers Refereed Paper Session	Refereed Paper	12:30 pm – 2:00 pm
6.	Future Directions and Imperatives of DEI work in Journalism	PF&R panel	2:30 pm – 4:00 pm
7.	High Density Refereed Paper Session	High density refereed paper	4:30 pm – 6:00 pm
8.	MAC Comeback - Awards Presentation and Social	Award/social	6:30 pm – 8:30 pm

Friday August 5, 2022

	Title	Type	Day/Time Scheduled
9.	2022 HBCU Roundtable	Research Panel	7:00 am – 8:00 am
10.	To Plead Their Own Cause: A Conversation about Black Journalism Scholarship and Building Bridges with the National Association of Black Journalists	Research Panel	8:30 am – 10:00 am
11.	New Empathy for Defendants in Crime Coverage	Research Panel	2:00 pm – 3:30 pm

Minorities and Communication Division (MACD)

Detroit Conference Sessions 2022

Friday August 5, 2022

	Title	Type	Day/Time Scheduled
12.	Yellow Peril, Perpetual Foreigner, or Model Minority?: How Historic Media Narratives Reverberated in 2020-21's Epidemic of Anti-Asian American Violence	Research Panel	4:00 pm – 5:30 pm

Saturday August 6, 2022

	Title	Type	Day/Time Scheduled
13.	Examining Journalism Practices and Institutions	Refereed Paper	9:30 am – 11:00 am

From joining to

SERVING MINORITIZED SCHOLARS AND SCHOLARSHIP

By Maria De Moya
DePaul University

I became a MAC member when I joined AEJMC in my second year of grad school because scholars shared the interest in advancing research on, and an understanding of marginalized groups, even when we came at our questions from different perspectives. I stayed happily at the membership level for about a decade, not volunteering to serve on the executive board until after I had gotten tenure. Mostly because I was not sure how to go about it, but also because I felt like I still had a lot to learn. Now that I have been a member of the e-board for two years and revving up for a third, I wish I had joined long before. The MAC board has given me invaluable experience and a greater sense of community. I am proud to serve the division and I think many of our members would be as well.



Continues on page 15



From joining to

SERVING MINORITIZED SCHOLARS AND SCHOLARSHIP

From page 14

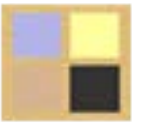
Therefore, I want to share with all of you an invitation to consider “leveling up” in your engagement to MAC from members to leaders.

I joined the leadership almost by accident, my friend, colleague, and current Head, Sydney Dillard had mentioned during an informal hallway talk that they were recruiting for the board. I offered my usual “put me wherever you need me” response –which most of the time leads to a smile, a thank you and no follow-up. Not in this case, as I soon received an email inviting me to be the incoming second vice-head. Like many members, I had no idea what the role entailed, but as I joined the meetings and learned about all the work the board did – from awards to grants; research calls to planning the conference; publications to mentorship and so much more– I felt privileged for this backstage view into the division and the opportunity to contribute myself. As a second vice head, I shadowed the vice head and helped plan the panels for the conference. I also worked closely with the research chair, filling in as student research chair and ensuring submissions were reviewed in a timely manner.

By the end of the year, I was sure I wanted to continue to serve the division but didn’t have the confidence to step into the vice-head role. So, I volunteered to be the research chair and served in that capacity for the upcoming conference. The work is demanding, yes. Learning as you do makes for some tripping up, I admit. Still, the support from other board members, the opportunity to communicate directly with many members about their potential submissions and the division, the process of recruiting and assigning reviewers as well as the pleasure of listing those six papers (three faculty and three students) who are receiving top honors, have made this a very rewarding experience. I feel like I know a lot more about our division, have made new friends, connected with mentors and mentees, and gained irreplaceable insight into research in our fields.

So, my recommendation to any member considering a leadership position with MAC is enthusiastic: Do it! For those who are still on the fence, I offer an encouraging: Think about it. I know that any of the board members will agree with me when I say we are more than willing to discuss our roles and any questions you have about stepping on any of our roles.

Consider, you can always do, and gain, more as a member when you serve as a reviewer, discussant, or moderator for the conference; volunteer to be a mentor; connect with a mentor of your own; or speak at any of our membership events. Just keep up with our emails and the newsletter to learn about new opportunities.



MAC MEMBER NEWS

Dr. Keonte Coleman received the MTSU School of Journalism and Strategic Media Ed Kimbrell Excellence in Journalism Teaching Award in 2022. He created a new YouTube talk-show, "Breaking News with Media Leaders," aimed at helping media students, faculty, and professionals advance or pivot in their careers and recently accepted an Assistant Professor position in the S.I. Newhouse School of Public Communications Broadcast and Digital Journalism Department starting Fall 2022.



The Board of Trustees has appointed **Dr. Rochelle L. Ford, APR** as the 8th president of Dillard University, Louisiana's oldest HBCU.

Prof. Suman Mishra from Southern Illinois University Edwardsville received the Top Faculty Paper award from the Cultural and Critical Studies Division. Prof. Mishra will present the paper at the AEJMC Detroit conference. Mishra, S. & Kern-Stone, R. (Aug 5, 2022) Smart Assistants for Smart Living: Ideology and Mythology in AI-powered Smart Speaker Advertising.



In the Academic Year 2021 – 22, **Dr. Masudul (Mas) Biswas**’ two co-authored manuscripts were published as peer-reviewed journal articles. One of these articles titled, “An analysis of general-audience and Black news sites’ coverage of African American issues during the COVID-19 pandemic,” was published in Newspaper Research Journal (2021, 42:3) whereas another research on “Racial Inequalities in Baltimore City and Its Reflection in Diverse News Media Coverage after the 2015 Unrest Around Freddie Gray’s Death” was published in Social Development Issues (2022, 44:1). His work on the experience of foreign-born lecturer in journalism and mass communication programs was included in Teaching Race: Struggles, Strategies, and Scholarship for the Mass Communication Classroom. Equally, Mas has been named the 2022 recipient of the Ginger Rudeseal Carter Miller Teacher of the Year Award, from the Small Programs Interest group of AEJMC. Mas also led his department’s Inclusion, Diversity, Equity and Accessibility (IDEA) committee this academic year.



Kim Fox, professor of practice at The American University in Cairo, is the executive producer of the award-winning Ehky Ya Masr (Tell Your Story Egypt) Podcast. It's a narrative nonfiction bilingual podcast about life in Egypt. The podcast made history at the Broadcast Education Association's (BEA) Festival of Media Arts by being the first to win two Best of Festival (BoF) awards in the same year. The BoF is BEA's highest creative recognition. The episodes were: Ehky Ya Masr's The Syrian Shawarma Takeover <https://soundcloud.com/ehkyymasr/ehky-ya-masrs-the-syrian-shawarma-takeover> Ehky Ya Masr's How Egypt's Water Crisis Impacts Food Production <https://soundcloud.com/ehkyymasr/how-egypts-water-crisis-impacts-food-production>

Vanessa Bravo receives Distinguished Scholar Award.

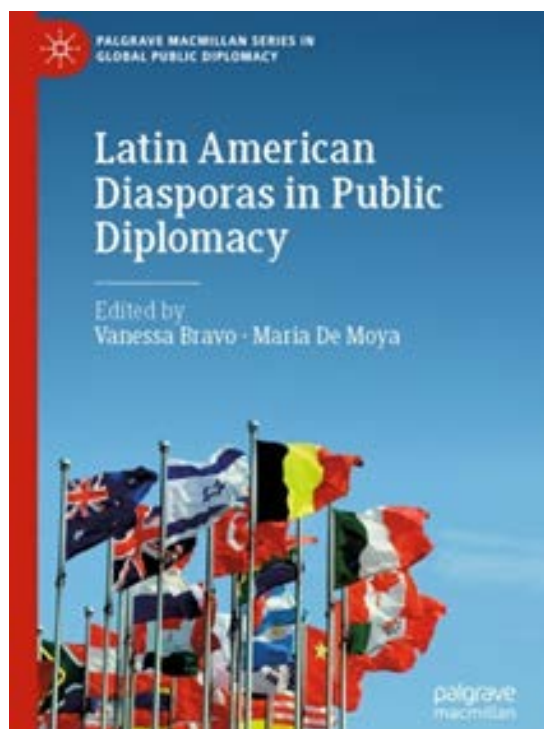
Associate Professor of Strategic Communications **Vanessa Bravo** received Elon University's Distinguished Scholar Award during a luncheon ceremony held at Elon's Alumni Gym on May 5th, 2022.

An Elon colleague who nominated Dr. Bravo for this award, wrote that Bravo's research record "is representative of a prolific research stream that has cemented an international reputation as a public relations scholar specializing in Latin America and DEI issues. Collectively, these endeavors point to a scholar who is achieving excellence in research and whose work directly supports the Elon mission of 'integrating learning across disciplines and putting knowledge into practice.'"

Elon University, located in North Carolina, has 455 faculty members and it awards its Distinguished Scholar recognition to only one faculty member a year. Bravo is a member of AEJMC, of its MAC Division and serves as MAC's Grants Chair in its executive board.



2022 Elon University Faculty/ Staff Award winners, from left, L.D. Russell, Daniels-Danieley Award for Excellence in Teaching; Vanessa Bravo, Distinguished Scholar Award; Mussa Idris, Steven and Patricia House Excellence in Mentoring Award; Stephanie Baker, Periclean Award for Civic Engagement and Social Responsibility.



Book about Latin American diasporas accessed more than 1,700 times. The book *Latin American Diasporas in Public Diplomacy*, published by Palgrave Macmillan in the summer of 2021, has been accessed more than 1,700 times at this time. This book, co-edited by **Dr. Vanessa Bravo** (Elon University, in North Carolina) and **Dr. Maria De Moya** (DePaul University, in Chicago), offers 13 chapters that speak of the important roles that diaspora communities from Latin America play in state-led or diaspora-led public diplomacy efforts. All chapters were authored by Latin American scholars. Both Bravo and De Moya are MAC Division members, and several chapter's authors have presented at AEJMC annual conferences, including Mexican scholars Tania Gómez-Zapata and Eduardo Luciano Tadeo Hernández, and Chilean scholar Claudia Labarca. Details can be found at <https://link.springer.com/book/10.1007/978-3-030-74564-6>

MAC MEMBER NEWS



Three years ago, I became the chair of the Baylor University Department of Journalism, Public Relations & New Media. Since that time, like all departments, we've faced many challenges because of the pandemic. However, our faculty, staff and students transitioned phenomenally. Faculty shifted gears and taught online with very little preparation. Students made the transition to online classes equally as well. It was not perfect, but it worked. Student feedback has been mostly positive and enrollment numbers remained strong. We also faced reaccreditation with our discipline's accrediting body, ACEJMC. After a self study, site visit, committee and council vote, we were approved for reaccreditation last week. We strive to cultivate a nurturing environment to help students hone their skills in their desired concentrations. We also want them to grow as volunteers, leaders and community builders. There is much work to be done. We have four retirements in 2022-23, a revamped American Studies Program, a new broadcast sequence launching in August and an online MA that launched last August. I've been blessed to receive the faculty vote to serve three more years as chair of the Baylor Journalism, Public Relations & New Media department. Stay tuned, we have many great things on the horizon. I am up for the challenge. —**Dr. Mia Moody-Ramirez**, Baylor University Professor and Chair

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**FÉLIX F. GUTIÉRREZ AND CLINT C. WILSON II
MINORITIES AND COMMUNICATION AWARD
FOR TEACHING EXCELLENCE AND INNOVATION**

2022



Dr. Meta Carstarphen
University of Oklahoma

PAULA POINDEXTER RESEARCH GRANTS AWARDS



PAULA POINDEXTER FACULTY RESEARCH GRANT

Dr. Minjie Li

University of Tennessee in Knoxville

Proposal: Asian and Black Racial Solidarity: How Mediated Messaging Influence the Collective Action and Division Between Asian and Black Americans



PAULA POINDEXTER STUDENT RESEARCH GRANT

Najma Akhther & Khairul Islam

Wayne State University

Proposal: 'A Dose of Hope': U.S. Historically Black Colleges and Universities' Strategic Response to COVID-19 Vaccine

2022

MAC Recognizes



Lionel C. Barrow Jr. Award for
Distinguished Achievement in
Diversity Research and Education

DR. SHARON BRAMLETT-
SOLOMON

Arizona State University

Barrow Minority Doctoral
Student Scholarship

KRISTINA MEDERO
Ohio State University



CAROLYN STROMAN 2022 Awards



KHAIRUL ISLAM
Wayne State University



AARUM YOUN-HEIL
University of Georgia



CLAIRE ROUNKLES
University of Missouri



CONTIA' PRINCE
UNC at Chapel Hill



TAWFIQ ABDULLAH
University of Southern Mississippi



MOHAMMED SAKIP
Arizona State University



NAJMA AKHTER
Wayne State University

MAC LEADERSHIP 2021-2022



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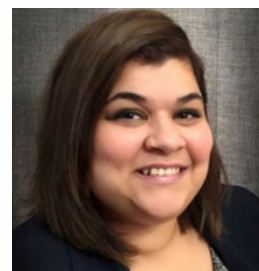
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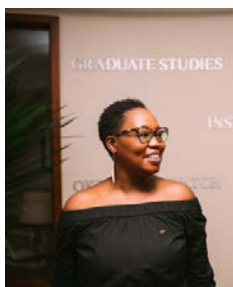
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