

NEWSLETTER

LOOKING FORWARD TO PHILADELPHIA SEVEN MAC PANELS COVER A BREADTH OF IMPORTANT TOPICS



The MAC Division is planning a strong showing for the 2024 AEJMC conference in Philadelphia. Although we still have to wait for the review of research papers to conclude before we have our complete program, seven panels have already been selected and scheduled, promising to engage our membership and AEJMC membership at large.

For this year's conference, we are hosting two research panels. The first, *Spanish-English Bilingual Journalism Practices: From College to the Newsroom* (co-sponsored with the Commission on the Status of Minorities) presents a discussion of the training and education of Latinx journalists, providing insights for industry and journalism programs.

The second panel is titled, *Pleading the Cause: Black Women Innovators Who Lead Journalism and Their Communities*. Co-sponsored with the Commission on the Status of Women, this panel explores how the work of Black women as journalists and media entrepreneurs advances representation in this industry.

We will also offer two teaching panels. The first, *New Roads: Making Diversity the Path Over the Enrollment Cliff* is co-sponsored with the Small Programs Interest group. Panelists will examine new recruiting and retention strategies, as well as the potential of student-focused teaching for counteracting current predictions of lower enrollment, especially of students of underrepresented groups. Our second teaching panel, co-sponsored with the Broadcast & Mobile Journalism Division, is *Expanding Journalism Education: Balancing Hard, Soft, and Intangible Skills to Effectively Train Student Journalists*. This panel of educators will discuss the best way to incorporate much-needed intangible skills into journalism classes.

Continues on page 4

In This Issue

Note from MAC Head:

on page 3

The State of Affairs on Indigenous Scholars and Scholarship in AEJMC

on pages 5-6

Teaching: Navigating the Intersection of Mental Health and Divisive Politics

on pages 7-8

Member Updates

on pages 9-12

TABLE OF CONTENTS

1

Looking forward to the 2024 AEJMC in Philadelphia

3

A Note from MAC Head, Maria De Moya

5

Essay: The State of Affairs Concerning Indigenous Scholars and Scholarship in our AEJMC community

7

From the Teaching Chair: Navigating the Intersection of Mental Health and Divisive Politics in the Classroom

9

Member Updates

13

MAC Leadership

A NOTE FROM MAC HEAD



Maria De Moya

Dear Members,

I know I'm not alone in thinking that is a tough time for many faculty and staff in higher education. As the so-called war, or attack, on Diversity, Equity, and Inclusion (DE&I) barrels on, I find myself wondering how you are doing and how this is affecting you.

Are you, like me, constantly checking The Chronicle of Higher Education's DE&I (DEI) Legislation Tracker, afraid of what you will find? Are you spearheading, participating in (or maybe actively avoiding) open discussions about the state of DE&I in your unit, college, or university? Have you been directly affected by the abolishment or creation of programs, rules, or legislation? Or do you count yourself among the lucky ones, hanging on and unaffected, even if just for now?

As MACers many of us are members of the minoritized communities who are losing opportunities, resources, and support; academics whose work is closely entwined with DE&I; champions of the programs under attack; and people who care about the lasting impact of anti-DE&I propaganda and legislation. This matters to us. The content of this newsletter serves

as evidence. Look at our news, recent publications, teaching advice, forthcoming conference panels, and, especially, the reflection piece by Dr. Greene-Blye about the state of affairs of Indigenous scholars. Questions of Diversity, Equity, Inclusion, and more broadly social justice, are at the center of our work.

While the challenges and threats to scholars like us, and DE&I programs in general, might not be new, they are increasingly persistent, pervasive, and, lamentably, impactful. This has led me to wonder if we, as a division, are doing all we can to create opportunities and spaces to come together, converse, and reflect on this situation.

I don't mean to minimize the significance or contributions this division makes to our members and the AEJMC community. MAC is a home for researchers and work that might otherwise be overlooked or undervalued. Our grants, awards, programming, and research competitions are some of the many ways MAC faculty and students are supported and celebrated. I am especially proud of our mentorship program –currently led by co-chairs Chelsea Peterson-Salahuddin and Ajia Meux– which serves graduate students and faculty at all levels providing encouragement and support to achieve their career goals.

I am, however, asking if we can do more. For example, engaging our membership in discussions and reflections around anti-DE&I challenges could be necessary to foster our goal of “advancing research, teaching and professional freedom and responsibility scholarship and initiatives that explore the relationship between racial and ethnic minorities and mass communication.” We should come together to share our concerns and brainstorm solutions.

Continues on page 4

Some opportunities for reflection are already forthcoming. For example, we will have a MAC Member's Meeting via Zoom about a week before the AEJMC annual conference (an invitation is coming to you this summer). This meeting is open to all members and allows for time and space to engage in conversation. During the conference, we will co-sponsor a panel titled *Navigating the Openly Anti-DEI Landscape*, which will be another opportunity to listen, learn, and participate. Also, the newsletter is always open to contributions from our members. Those who want to share their views, experiences, or proposals can respond to our next call. We will make the space so you can reach fellow members.

But we need to do more. We need to ensure that as many people as possible are participating in every conversation. With the leadership, we are discussing ways to hear from members both in open forums and ways that allow for anonymity. We could use your input: **What do you think our division can do to (1) facilitate discussion and reflection and (2) support and champion MAC members and their work?**

We are planning to collect suggestions and ideas we can implement in the short and long term. You can provide your recommendations and feedback by responding to the discussion forum on the [MAC Website](#) or emailing me at mdemoyat@utk.edu.

We can learn from and lean on each other through this challenge, and any that follow. Toward that end, I will do my best to facilitate discussions and share members' feedback and recommendations in the hopes that we can develop concrete ideas to share and discuss when we see each other in Philadelphia.

LOOKING FORWARD TO PHILADELPHIA (CONT. FROM PAGE 1)

Our division has also planned for three outstanding professional freedom and responsibility (PF&R) panels. The first is co-sponsored by the Mass Communication and Society Division; *Navigating the Openly Anti-DEI Landscape: Exploring Classroom and Administrative Challenges and Opportunities*, which will feature panelists sharing their first-hand experiences with anti-DE&I legislation and examine the impact that challenges to DE&I have on faculty research, teaching, and service. The second is titled *Elevating Female-Identified Voices on the job market: how can we support women scholars making career choices in academia?* Our partner for this panel is the International Communication Division. Panelists intend to facilitate a discussion about women's struggle in the academic job market, when interviewing for a professor position, and during negotiations of academic job offers. Lastly, the third PF&R panel is titled *The Role and Status of Minority Professionals in the Visual Communication Field*. Co-sponsored with the Visual Communication division, this will be an opportunity for photojournalists from underrepresented groups to share their personal experiences, while considering the theoretical foundations and significance of diversity and inclusion in their field.

As these titles and brief descriptions show, this year's panels provide many opportunities for MAC members and AEJMC attendees to hear from academics and practitioners, as well as to participate in the discussions themselves. Thank you to Dr. Vanessa Bravo, MAC Vice-Head, for finding co-sponsors for our panels, and partnerships for us to sponsor. More details about these panels, including panelists and scheduled times will be shared as we come closer to the conference. Be on the lookout for more information.

The state of affairs concerning Indigenous scholars and scholarship in our AEJMC



Melissa Greene-Blye, Ph.D.

Miami Tribe of Oklahoma
School of Journalism & Mass
Communications
University of Kansas

"Imagine the contributions that haven't been made because certain voices have been left out and how much better off we'd be had they been fostered to a place of respect." A powerful statement from Dan Levy, a Canadian actor and filmmaker, as part of an Indigenous Canada panel in the Fall of 2020. Levy is perhaps best known for a show he co-created titled *Schitts Creek* and it is no coincidence that I chose Levy, and his aptly named show, to begin a difficult but important conversation. The very definition of the situation parodied in the show title is, "a bad situation, which is either slowly or rapidly getting worse with no evident way out." A definition that I regret to say aptly describes the current state of affairs concerning Indigenous scholars and scholarship within our AEJMC community.

For too long we have been missing from our own stories be it fiction, film, television, journalism, history, and other areas of scholarship. For too long our stories and our culture have been the building blocks of academic careers for people from outside our communities who took but gave nothing in return. We have been resilient in the face of centuries of government policies which aimed to erase us through assimilation or annihilation, and which still seek to deny our status as sovereign nations when that status comes into conflict with American institutions and ideals.

According to government statistics we are two percent of the United States population, approximately five-point-two million individuals. In the current demographics of AEJMC, there are seven individuals who identify as Indigenous in our membership.

Keeping the aforementioned historical context in mind, alongside the small number of scholars who belong to Indigenous communities, it is imperative that we are especially mindful and intentional when proposing any work examining Indigenous issues or individuals, Native media or nations, etc.

Unfortunately, there have been recent moments in which some members of our scholarly community sought to engage in this work in ways that were irresponsible at best and harmful at worst. It does not have to be this way. The very idea of PF&R is the balance of professional freedom with the responsibility our profession demands. This means we must balance our "right" to

Continues on page 6

engage in research with the responsibility to do it in a way that is ethical and respectful, particularly if the work involves a community to which we do not belong.

While there are steps being taken by association leadership to ensure future work concerning Native scholarship is done respectfully, there are things individual scholars can do in the current moment to ensure that Native voices are “fostered to a place of respect” within our association.

The very idea of fostering brings to mind the concepts of mentoring and collaborating:

- If you seek to engage in scholarship in this area, consider consulting with a member of the community or institution that your proposed work will discuss or examine.
- Collaborate with an Indigenous scholar and respect their positionality in the work.
- Seek out, support, and encourage Indigenous graduate students.
- Be willing to answer questions and queries about the work, make transparency a priority.

These small steps can go far in making AEJMC a better space for Indigenous scholars to feel welcome and to know their perspective, time, and expertise will be respected and heard.

There is still much work to be done, but starting the conversation and making tangible changes will go far in ensuring we do not let things get too far up the creek, beyond a point of repair.

WOMEN FACULTY MOVING FORWARD: FREEDOM TO SUCCEED

Applications for the pre- conference workshop due July 1

Sponsored by the AEJMC Commission on the Status of Women, and the AEJMC Council of Affiliates, this 12th annual workshop is designed to help women faculty members move forward in their careers through mentoring, networking, and preparing for tenure and promotion and administration or other leadership positions. The program, which features women professors and administrators, is designed for tenure-track women, but some exceptions may be made.

The workshop will occur on August 7, 2024, 1–5 p.m. at the AEJMC annual Conference. Applicants must be AEJMC members. Additional information about the workshop and how to apply is available [here](#).

The keynote speaker will be Teresa Mastin, vice provost and associate vice president for faculty and academic staff affairs, Michigan State, and president-elect of AEJMC. Panelists include; Cory Armstrong, professor of journalism and associate dean for research and faculty affairs, College of Journalism and Mass Communications, Nebraska-Lincoln, Louisa Ha, professor of research excellence, advertising, School of Media and Communication, Bowling Green State, Amanda Hinnant, associate professor of health and science communication, Missouri School of Journalism, Missouri, Meg Heckman, associate professor of journalism and media innovation, College of Arts, Media and Design, Northeastern, Marquita Smith, associate professor of journalism, assistant dean of graduate studies, School of Journalism and New Media, Mississippi.

Navigating the Intersection of Mental Health and Divisive Politics in the Classroom

Nathian Shae Rodriguez, Ph.D.

As professors and instructors of higher education, we find ourselves at the intersection of education, student well-being, and the challenges posed by a divisive political climate. In this dynamic landscape, adopting a thoughtful approach is essential to creating a classroom environment that addresses both the mental health of our students and the complexities of contemporary political discourse. I present a brief set of tips to guide us in navigating our classrooms as we advance further into the 2024 U.S. election season.

Establish ground rules for respectful communication. The foundation of a healthy classroom environment lies in setting clear guidelines for respectful communication. Emphasize the importance of listening to diverse perspectives and encourage students to express their opinions in a manner that fosters constructive dialogue rather than resorting to personal attacks. Encourage civil discourse. Foster an atmosphere where students feel not only comfortable expressing their opinions but also engaging in civil discourse. Highlight the significance of constructive dialogue, emphasizing that disagreements can be valuable opportunities for learning when approached respectfully.

Provide diverse perspectives. Enrich the educational experience by ensuring that course materials include a variety of voices and perspectives. Encourage critical thinking and the analysis of multiple viewpoints, fostering an environment where students learn to appreciate the complexity of issues.

Teach information literacy. Equip students with the skills to critically evaluate information sources. Emphasize the importance of fact-checking, using reliable sources, and developing a discerning approach to navigating the vast sea of information available to them.

Create an inclusive environment. A sense of belonging is crucial for student well-being. Foster inclusivity by emphasizing the values of diversity and intersectionality, creating an environment where every student feels seen, heard, and valued for their unique contributions.

Avoid personal bias. As educators, self-awareness is key. Be mindful of your own biases and strive to present material objectively. Encourage students to question information, think independently, and develop a habit of critically assessing the information they encounter.

Model respectful behavior. Lead by example in demonstrating respectful behavior in the classroom. Model active listening, open-mindedness, and a willingness to engage in thoughtful dialogue, setting a standard for positive interaction.

Address disruptions promptly. In the event of heated or disrespectful discussions, address the issue promptly. Remind students of the ground rules established for discussions, reinforcing the importance of maintaining a respectful and inclusive classroom environment.

Continues on page 8

Provide safe spaces. Designate specific times or channels for more sensitive discussions, allowing students to express themselves in a supportive environment. Ensure that all students, particularly those who may feel marginalized, have a platform to share their perspectives.

Connect to real-world issues. Relate course content to current events, encouraging students to apply critical thinking skills to real-world situations. By connecting academic material to contemporary issues, students can see the relevance and impact of their education.

Promote Empathy. Encourage empathy by helping students understand different perspectives. Foster an environment where students can share personal experiences respectfully, deepening their understanding of diverse viewpoints.

Stay neutral on partisan issues. Navigate the complexities of divisive political issues by avoiding taking a partisan stance. Focus on facilitating discussions that allow students to express their views while maintaining an atmosphere of neutrality.

Provide mental health resources. Make information on campus mental health services readily available. Encourage students to seek support when needed, emphasizing the importance of mental health as a crucial component of their overall well-being.

Be mindful of emotional impact. Recognize the emotional impact political discussions can have on students. Be attuned to signs of distress and provide resources for coping, creating a supportive environment that acknowledges and addresses the emotional dimensions of the learning experience.



Promote self-care. Discuss the importance of self-care practices, highlighting the need for students to prioritize their mental well-being during challenging times. Empower them with strategies for maintaining balance and resilience.

Foster community support. Create a supportive classroom community where students feel connected. Facilitate peer connections to build a network of support, reinforcing the idea that everyone plays a role in fostering a positive and inclusive learning environment.

Our role as educators extends beyond imparting knowledge; it encompasses cultivating an environment that nurtures the holistic well-being of our students. Regularly assess the emotional climate of the classroom, be responsive to evolving needs, and remember that the well-being of students is paramount to their academic success. Additionally, apply these strategies to care for your own well-being. We are all navigating this environment collectively. By embracing these strategies, we contribute to creating a learning space where students thrive academically and personally.

Nathian Shae Rodriguez, PhD
Ombuds/Associate Director and Professor
San Diego State University

MEMBER UPDATES



◀ **Professor Kathleen Fearn-Banks**, has been awarded Emeritus status at the University of Washington.

Additionally, she is near completion of the sixth edition of her popular textbook *Crisis Communications: A Casebook Approach*, published by Routledge.



▲ **Professor Kim Fox** hosted the fifth edition of PodFest Cairo at her university, The American University in Cairo. (AUC). The keynote speaker was Latif Nasser, the co-host of WNYC's Radiolab and the host of the Netflix series *Connected*. He spoke about story hunting and investigative reporting.

Pictured (left to right): Jasmin Bauomy (AUC JRMCA alumna from Berlin); Reem Elmaghraby (AUC JRMCA alumna from Toronto); Latif Nasser (co-host of Radiolab from Los Angeles); Kim Fox (AUC JRMCA professor in Cairo); and Roshy Zangeneh (AUC JRMCA adjunct professor in Cairo).



▲ **Amy Jo Coffey** (Ph.D.) is moving to a new role as director of the School of Journalism and Media at the College of Communication and Information at the University of Tennessee, Knoxville.

Coffey brings with her ample field experience and a robust and expansive research program centering on media management and a secondary interest in new media spaces, such as the 3D virtual environment *Second Life*.

Her media business expertise extends to analytics, audience economics and valuation, audience language and culture, media markets and ownership, market segmentation, and other strategic competition issues. She co-authored the recently published book, *Media Analytics: Understanding Media, Audiences, and Consumers in the 21st Century*, a multi-year project that has been receiving positive reviews since its debut.

To learn about her contributions to the field and visions for the program, click [here](#).

MEMBER UPDATES



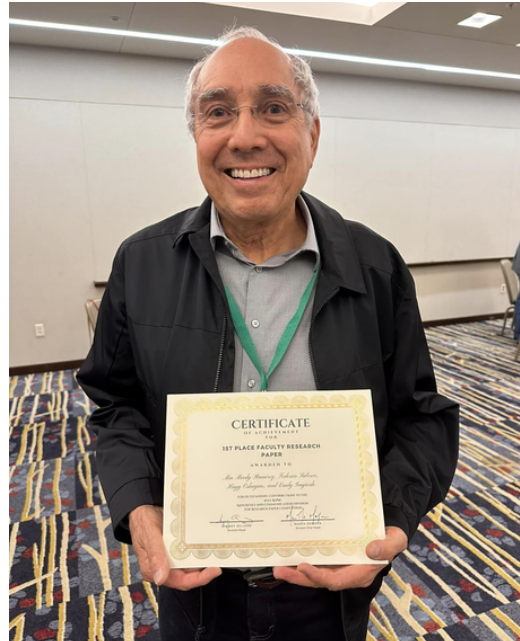
◀ **Melita Garza** (Ph.D., MBA) was named director of graduate studies of the Illinois College of Media, University of Illinois at Urbana-Champaign.

Additionally, Dr. Garza was the winner of the AEJMC History Division's annual essay contest. The theme for this year's competition was Civil Rights and the media. Dr. Garza's winning essay reflects on Ruben Salazar, a pathbreaking journalist who lost his life in 1970 while covering one of the nation's largest Mexican-American civil rights marches.



▲ **Dr. Mia Moody-Ramirez**, Professor & Chair of Baylor's Department of Journalism, Public Relations & New Media was elected as AEJMC Vice President. She will start in this new role on October 1, 2024.

As quoted in AEJMC's official announcement, Dr. Moody-Ramirez is "excited to serve as the vice president of AEJMC, an organization that has had a significant impact on my academic career."



Federico Subervi receiving the AEJMC MAC Division's top faculty paper award in August, 2023.

▲ For **Federico Subervi** (Ph.D.) "retirement" continues to be just a word, not a reflection of his very active life. In the summer of 2023 he once again taught a graduate class for the Universidad Católica de Concepción, Chile

on the threat of disinformation to democracy. Additionally, a project funded by the Natural Hazards Center (NHC) led to the following publication: Risk and Health Communication During Hurricane Fiona in Puerto Rico and Hurricane Ian in Florida (available [here](#)). On the heels of that project, his research team received another NHC grant to assess the policies and practices related to emergency communication directed to vulnerable populations in coastal and mountainous municipalities in Puerto Rico.

In 2023, he was invited to deliver two academic talks. One at the University of Wisconsin-Madison for the Latin American, Caribbean and Iberian Studies Program, for which he holds the post of Honorary Associate Fellow. The other at the Mexican American Studies program of the University of Texas-Arlington, to which he donated his extensive collection of over 300 books and other publications related to Latino and other ethnic groups' media and communication.

MEMBER UPDATES

Suberví. Continued from Page 10

During his 2023 research visits to Puerto Rico, he gave various talks about his book, *Para Entender los Medios de Comunicación de Puerto Rico: Periodismo en entornos coloniales y en tiempos de crisis*, which was co-authored by Sandra Rodríguez Cotto and Jairo Lugo-Ocando.

Federico started 2024 with the publication of *Political Communication in Puerto Rico: The first anthology of essays, research and critiques* (published in Spanish). This book, co-edited by Ángel Israel Rivera Ortiz, includes 15 chapters by 14 authors and co-authors who document historical and contemporary political communication issues never before addressed in a single volume. In February, he gave public talks and was interviewed on radio programs about both books.

He recently published an article for *Journalism & Mass Communication Educator* titled: "Representation in the Leadership Demographics of the Association for Education in Journalism and Mass Communication from 2010 to 2022," which was co-authored with Mia Moody-Ramirez, Hayg Oshagan, and Emily Guajardo.

Dr. Subervi has continued his public service activities as usual. He is co-editor in chief, with Sudeshna Roy, of The Oxford Encyclopedia of Communication, Race, and Ethnicity; chair of the board of directors of Concepts Media; member of the advisory board of Child Trends Hispanic; and serves as a member of the community advisory board of the Austin PBS station KLRU. With AEJMC, he served as a panelist for two webinars: one on planning for retirement (sponsored by the Committee on Career

Development); and the other on the art of grant writing (sponsored by the MAC Division).

Along the way, he and his wife Julia have enjoyed leisure time with trips in the U.S. and abroad, including Perú and Galápagos (Ecuador). While in Ecuador, he also delivered a talk at the annual conference of the Latin American Federation of Communication Faculty, which was held in Quito. According to Dr. Subervi, "Retirement continues to be very delightful and rewarding for the mind and soul."

U of Denver receives NEH grant for COURSES ABOUT THE CHICANX MOVEMENT IN THE ROCKY MOUNTAINS

Thanks to a National Endowment for the Humanities grant, the University of Denver has introduced 12 new interdisciplinary courses about the history of the Chicanx movement (El Movimiento) in the Rocky Mountain region, where the first Chicano Youth Liberation Conference was held.

These courses allow students to fulfill undergraduate common curriculum requirements while engaging in original archival research and involving them in oral history collection. Students in audio documentaries and video production courses edit and curate materials for the History Colorado Museum's collection and the [Documenting the Past, Fostering the Future website](#). These courses also support the launch of a new micro-credential in Spanish language media. For more information contact Professor **Carlos Jimenez, Jr.** (Ph.D) at Carlos.Jimenez@du.edu.

MEMBER UPDATES



▲ **Vanessa Bravo** (Ph.D.) current vice-head of the MAC division, was named assistant dean in the School of Communications at Elon University. She will start this new role on June 1st. Below, we share part of the announcement [published by Elon University](#).

In the newly created role, Vanessa Bravo will guide the school's DEI efforts and provide support for assessment, which is a critical area for school success and the institution's ACEJMC re-accreditation process.

The professor of strategic communications will provide curricular support for DEI and social justice initiatives, chair the school's Diversity Committee, publish an end-of-year DEI report, compile assessment data, assist with implementation of the school's curriculum revisions, and serve as a point of contact for student-related concerns.

Since her 2011 arrival at Elon, Bravo has been a visible and active member of the university community, developing a reputation as a thoughtful educator while publishing, presenting and volunteering regularly. She has taken on several leadership roles across campus, including chairing the Department of Strategic "Communications – the school's largest academic program – since 2020.

Additionally, Bravo has helped lead the Latinx/Hispanic Council and the Latinx Employee Resource Group at Elon.

I am excited about the position because it will allow me to devote more energy, more intentionality and more time to the School of Communications," she said. "I will have the opportunity to work on aspects of DEI, in particular, and on aspects related to measuring the outcomes of our work as an academic unit, in general, to move us forward."

So, why is this new position critical for the school's success, and why is this the right time to establish such a role? "Because we can always do better, and we have important work to do," Bravo said.

Kenn Gaither, dean in the School of Communications, praises Bravo for the strong reputation she has cultivated with students and colleagues alike. He cites her as an exemplary teacher-scholar-mentor.

NEWSLETTER CONTRIBUTIONS WANTED

MAC members are invited to submit contributions to the newsletter. We want to share your updates (jobs, awards, publications, etc) and short pieces related that might interest the membership, related to research, teaching, or professional freedom and responsibility. Please email your contributions (preferably with an accompanying image) to the editor, Solyee Kim (solyee.kim@howard.edu). The cut-off date for the summer issue is July 1st.

AEJMC MAC LEADERSHIP 2023-2024



Head
Maria De Moya
University of Tennessee, Knoxville
mdemoyat@utk.edu



Vice-Head
Vanessa Bravo
Elon University
vbravo@elon.edu



Second Vice-Head
Danielle Brown
Michigan State University
dkbrown@msu.edu



Secretary
Denetra Walker
University of Georgia
DenetraWalker@uga.edu



Faculty Research Chair
Rafael Matos
Northwestern University
r.o.matos@live.iup.edu



Student Research Chair
Christina Najera
University of Tennessee, Knoxville
leticia.williams12@howard.edu



Midwinter Research Chair
Lourdes Cueva Chacon
San Diego State University
lcuevachacon@sdsu.edu



PF&R Chair
Keonte Coleman
Syracuse University
kecolema@syr.edu



Teaching Chair
Nathian Rodriguez
San Diego State University
nsrodriguez@sdsu.edu



Mentoring Co-Chair
Chelsea Peterson-Salahuddin
University of Michigan
caaps@umich.edu



Mentoring Co-Chair
Ajia Meux
University of Oklahoma
ajameux@ou.edu



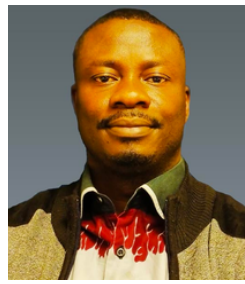
Membership Chair
Miya Williams Fayne
University of Wisconsin-Madison
miya.fayne@wisc.edu



Grants Chair
Ghenni Platenburg
University of Houston
gnplatenburg@uh.edu



Social Media Coordinator &
Webmaster
Tawfiq Abdullah
University of Southern Mississippi
tawfiq.abdullah@gmail.com



Graduate Student Liaison
Benjamin Tetteh
Syracuse University
bptetteh@syr.edu



Newsletter Editor
Solyee Kim
Howard University
solyee.kim@howard.edu