

NEWSLETTER

SUBMIT YOUR PAPER TO MACD AND HELP REVIEW PAPERS FOR THE 2025 MIDWINTER CONFERENCE



Every year ahead of the annual AEJMC conference, the Minorities and Communication Division receives dozens of submissions for its student and faculty research paper competition, and we need all of your help reviewing and evaluating them! Ideally, each reviewer would be asked to review 2-3 papers and/or extended abstracts. The more individuals who sign up to review, the better we can evenly distribute the reviewing load, allowing each person to put more time and care into each review. If you are interested in helping to review paper submissions this year, please use the Google form [linked here](#) to express your interest and give us your

information by March 1st, 2025. We will then follow up with further instructions about the reviewing process. Additionally, if you have any additional questions, particularly if this is your first time reviewing and you would like more insight on what reviewing may entail, please email Faculty Research Chair, Dr. Chelsea Peterson-Salahuddin, University of Michigan, at caaps@umich.edu and/or the Student Research Chair, Dr. Lourdes Cueva Chacón, San Diego State University, at lcuevachacon@sdsu.edu.

For reference (or if you are interested in submitting to this year's paper competition), please see below for The 2025 Minorities and Communication Division Paper Call:

The Minorities and Communication (MAC) Division invites submissions from faculty and graduate students of original, non-published research papers and extended abstracts on any topic related to minorities in communication. In this context, the term "minorities" has been defined as Latin/as/os/x, Black/African Americans, Asian Americans, Arab Americans, and Indigenous Americans.

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A NOTE FROM MAC'S HEAD



Danielle Brown, Ph.D.
Head of the MAC Division

As a career-long MACer and longtime board member, I'm pleased to have the opportunity to serve the MAC community as Head in 2024-25. Thank you for entrusting me with this opportunity.

MAC's programming and community engagement efforts have expanded dramatically since I joined the e-board almost a decade ago. This year, we plan to continue that momentum. My primary focus will be on maintaining and growing that momentum in two key ways. First, by recognizing the work of our e-board members and providing benefits that help recruit a stable pathway of leaders for MAC's future. Second, I plan to center opportunities for togetherness and community that will help bind and bond us all. Below, I'll outline my thoughts and plans for each of these priorities.

Pathways of Leadership

I've been on the MAC e-board for almost a decade. During that time, I've learned that actively engaging in leadership opportunities can be challenging, to say the least. But I also know that this kind of service is extremely rewarding. It's provided me with countless opportunities to grow as a leader, connect with others who share my experiences and interests, and be part of the change I so often wish to see in academia.

I admit, it can be easy to lose sight of these benefits. This year, I hope to make the rewards of service more visible—both to celebrate our board and their contributions, and to model the benefits of this service for future leaders.

Keep an eye out for posts, programming, and more that center the expertise of our board members and celebrate their accomplishments. And make sure to share these with others. We genuinely need a new generation of leaders to help guide MAC, and I hope you'll join me in regularly thanking our e-board members who are stepping up and dedicating their valuable time to keeping our community together and helping us thrive.

Community-Building Initiatives

In our last business meeting, someone wisely pointed out that we were in need of a party. To that, I say: challenge accepted! This year, I hope we can plan and create more opportunities for fun and fellowship. Let's face it—even the most avid change-makers and resisters experience fatigue. Both the wisdom of our ancestors and my own experiences have taught me that resilience is always restored in community—with others, laughing, conversing, imagining, and reflecting together. So, this year, we're focusing on being in community together.

We've already kicked things off with the MACxMidwest initiative, where I invited board members to join us at Michigan State to plan the year together. And we hope to offer many virtual opportunities between now and the annual conference in San Francisco. Speaking of which, we're just starting to try to strategize ways to host a gala/awards event, and we'd love your help! If you're interested in getting involved, please reach out.

It's an exciting and rewarding time to be a MAC member. With new leadership initiatives on the horizon and more opportunities for connection, I believe this year will be full of growth, collaboration, and inspiration. I'm grateful for your continued support, and I'm looking forward to working alongside all of you to make MAC's future brighter than ever.

Thank you for being a part of this vibrant community. Here's to a year of new opportunities, deeper connections, and even more moments of celebration!

Therefore, papers examining how these groups are represented or represent themselves in media or through communications technologies and how issues and perspectives related to race, ethnicity, and/or diversity are featured in mainstream or alternative media, would fall into this division's area of interest. This division also welcomes papers on teaching or pedagogy related to minorities in communication. The division welcomes research informed by and examining existing theories and/or using quantitative, qualitative, or critical/cultural research methods. Only one paper per primary (first) author will be sent out for review. Papers should include appropriate literature reviews, methodology, findings, and discussion.

Full Paper Formatting: Papers should be no more than 25 pages (12-point, Times New Roman or equivalently sized font, double - spaced), excluding references, tables, and figures. Submissions should follow the APA reference style. Papers are subject to disqualification if these guidelines and the instructions in the 2025 AEJMC paper competition uniform call are not followed.

Extended Abstract Paper Formatting: Extended abstracts should follow the 2025 Abstract Call Guidelines for AEJMC. For authors considering the extended abstract option, data collection and analysis must be sufficiently advanced to allow for a meaningful reporting of tentative findings and conclusions. Extended abstracts should contain the same content sections and elements in the full paper, including the study's purpose, literature review, research questions and/or hypotheses, method, preliminary findings, and discussion/conclusion. Authors also should report how far along the data collection and analysis phases are, respectively, and explain what steps remain and the anticipated value/contribution of these steps so that reviewers can assess the

foundations on which findings are based. Extended abstracts should be between 750 and 1,500 words, excluding references, tables, or figures. When submitting extended abstracts, authors must include the words "Extended Abstract" at the start of their paper title (e.g., "Extended Abstract: [Your paper title]"). Submissions that are not appropriately labeled may be rejected. Authors whose extended abstracts are selected for presentation must still submit their full paper before the conference. Extended abstracts will not be eligible for division or AEJMC conference-wide awards.

Student Papers: Graduate and undergraduate students are encouraged to submit original research on minorities and communication. Student papers are ones in which ALL co-authors are currently enrolled students. Papers submitted for the student paper competition must contain the words "Student Paper Competition" on the title page to be considered for the student paper competition. All student papers accepted for presentation in the Minorities and Communication Division will be considered for the Dr. Carolyn Stroman New Graduate Membership Award. The MAC Division will also recognize the top three scored student full paper submissions with a certificate and a check. The top three student research paper competition winners and the Stroman New Graduate Membership awardees will all be recognized at the Minorities and Communication members' meeting.

Self-Identifying Information: Author-identifying information must NOT appear anywhere in the attached paper file. Identifying information includes the authors' names and affiliations, previous work by the author(s) referenced in a way that makes it possible to determine who the author(s) is/are, and links to author(s)'s websites, emails, or social media accounts. Authors should check their manuscript for self-identifying information of any kind. We also encourage authors to check the "Properties"

tab of their file and eliminate any author-identifying information before submitting the paper (including if you saved a Word file as a PDF file; check the Properties of the PDF file as well and eliminate author identifying information in the PDF's Properties tab, too). All papers submitted will be pre-screened for identifying information and proper submission in the student/faculty category. If a paper submitted before the deadline includes self-identifying information, the authors can resubmit their manuscript before the deadline. After the deadline, as per the uniform call, papers with identifying information will be automatically disqualified. For this reason, authors are strongly encouraged to upload their submissions a day or two before the deadline.

Questions? Please contact the Faculty Research Chair, Dr. Chelsea Peterson-Salahuddin, University of Michigan, at caaps@umich.edu and/or the Student Research Chair, Dr. Lourdes Cueva Chacón, San Diego State University, at lcuevachacon@sdsu.edu.

MAC Focus Sessions

Angie Chuang, Ph.D., PF&R Chair
Gheni Platenburg, Ph.D., Grants Chair

Between emails, grading, the news, administrative duties, and family obligations, finding the time and bandwidth to do focused work—especially research and writing can be tough. When the MAC E-Board met in the fall, both in person and online, we decided one way we could support our members and each other was to provide a virtual space for writing, research and community. Alas, we are happy to announce the creation of our MAC Focus Sessions.

We held sessions in November and December 2024 and will continue through the spring 2025 semester. Each two-hour focused writing session utilizes the [Pomodoro Technique](#) of timed work with short breaks. We varied the days and times to accommodate different schedules and time zones. You can come and go throughout the session as your schedule permits.

Though we would love it if these sessions provide an opportunity to advance your research and writing projects, you can do any work that is needed—grading, clearing out your inbox, or reorganizing your to-do list. We understand completing these tasks ultimately helps support our scholarly work and our mental well-being.

We will use our short breaks to say hello and share tips for working more efficiently. We welcome attendees to initiate breakout rooms for discussions and feedback on projects.

In March, right before the April 1 deadline for AEJMC annual conference paper submissions, we will host a “Focus Session Lock-In” with multi-hour sessions on Friday and Saturday, March 28 and 29. We hope to include some useful panels and activities, like chair yoga, into the Lock-In as well. Stay tuned!

Please complete the [registration form](#) if you want to participate in January's session. We will send you the Zoom link (we will have a separate registration for each one, so we can keep the Zoom links secure). Please register if you think you might show up. Doing so is not a commitment; it is just a way for us to send the Zoom link and gauge interest.

We look forward to being in community together as academics working to accomplish the same goals!

MAC Focus Session Schedule for Spring 2025

January 16, 9–11 a.m. CST; February 17, noon–2 p.m. CST; March 28–29 (Friday–Saturday), times TBA: Writing Lock-in with guest speakers (e.g. book publishing process, how to manage long-term projects, finding life-work balance, etc.); April 17, 9–11 CDT; May 19, noon–2 p.m. CDT

Registration form and optional survey:
<https://forms.gle/GxcqFJ59RMBhxq319>

MAC Members Give Advice on Weathering the Storm of the Next Four Years



Angie Chuang, Ph.D.
PF&R Chair

Charge your batteries. Conserve energy. Look out for your neighbors. Expect the unexpected.

These are lessons MAC past head Maria De Moya learned from growing up in the Dominican Republic, where tropical storms and hurricanes are frequent. Preparing for the second Donald Trump administration and all of its potential threats to scholarship and teaching, higher education, diversity initiatives, and vulnerable students, faculty, and staff, she's leaning on the same principles.

"Similar to a hurricane, even when you know it's coming, and have been warned about its potential impact, but you won't know how you will fare until you are in it," said De Moya, the Charles Tombras Sr. Endowed Professor in Advertising and Public Relations at University of Tennessee, Knoxville.

As we look uncertainly toward the coming presidential transition and what's sure to be a challenging time for higher ed, I asked our own MAC membership for insights and tips on how to weather (pun intended) the next few years. To be sure, many MAC colleagues have already experienced the impacts of a more hostile climate toward marginalized identities, immigration, DEI, and higher education, as a result of state government or university-level leadership.

Gheni Platenburg, an assistant professor of strategic communication at University of Houston who is also MAC's grants chair, suggests that those working with hostile or restrictive policies can outsource certain topics or material to guest speakers or trainers, or lean on external organizations to bolster your own activities.

"Guest speakers play an important role in our educational village," she said. "When it comes to conversations about DEI, industry professionals and/or specialized facilitators can ...potentially reach students in ways that professors cannot."

Furthermore, professionals or outside speakers may not be subject to the same constraints or risks faculty, grad student and staff may face, she added. Also, leaning on ACEJMC accreditation standards or AEJMC/MAC, ICA, PRSA, etc., and their support of research and curriculum on race and structural inequality can "serve as formidable weapons against anti-DEI challenges."

Graduate students may be feeling particularly vulnerable, particularly international students who rely on visa policies and university funding. Tawfiq Abdullah, MAC newsletter editor and a Ph.D. candidate in Communication and Media Studies at University of Southern Mississippi, said, as a graduate student since 2016, he's seen attacks on DEI and related research increase through Trump 1.0 and the Biden administration.

Abdullah said his best advice to graduate students now is twofold. First, lean into diverse interpretations and versions of your research interests, so that you can pivot if needed. While he has never wavered from his commitment to

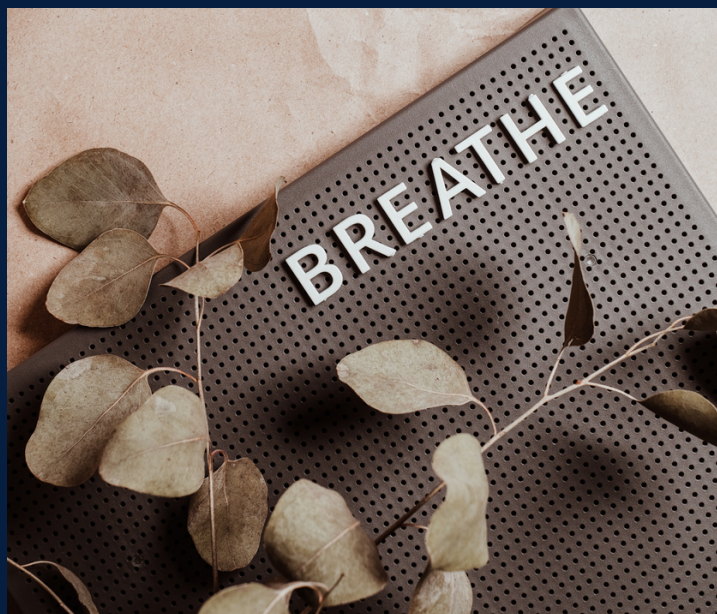
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researching immigrant and Black populations, Abdullah has also leaned into crossover fields. “I still have interests in political communication, media sociology, and media psychology,” he said.

Second, he said, find good mentors and allies in faculty who do research on race and DEI, so that you don’t have to go it alone. He found a faculty mentor at his institution who did similar research. “I benefitted from his wealth of experience, his leadership, and the opportunities he gave me to advance my research on DEI despite the overall harsh climate.”

Though that faculty mentor resigned in 2023, the knowledge and confidence stayed with Abdullah. Sometimes, he notes, the mentor might be someone from another institution or a community of like-minded academics, such as MAC.

Finally, De Moya said, it’s also important to seek shelter in a storm and find safety in spaces to escape, or to find joy and distraction. “For me, shelter means getting away from all the noise, and usually entails escaping into a book or movie—the more fantastical the better. For others, it might be online shopping, happy hour with friends, meditation, prayer or long hikes.”



MAC Division of AEJMC Invites Nominations for the 2025 Gutiérrez- Wilson Teaching Award

Nomination Deadline: March 1, 2025



The MAC Division is accepting self-nominations for the 2025 “Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation.” The teaching award recipient will receive a \$500 cash prize and an engraved award that will be presented at the 2025 AEJMC Annual Conference. Nominees for the Gutiérrez-Wilson MAC Award for Teaching Excellence and Innovation must teach full-time and have been a MAC Division member for a minimum of two years.

To nominate yourself, please submit your nomination materials by the March 1, 2025 deadline. Nomination materials include:

- Cover Page
- Self-Nomination Letter
- Course Syllabus

Cover Page. Please include the following information on the Cover Page: Your name, title, department/unit, university, city and state, email address, mobile phone number.

Self-Nomination Letter. The self-nomination letter should be double-spaced

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with 12-point type and not exceed 1,000 words which is equivalent to four double-spaced pages. The letter should speak to your teaching excellence and innovation in a new course or a course that you have been teaching. There is no subject or level requirement for the course that you describe in your self-nomination letter. Additionally, in your self-nomination letter, please include your teaching experience and perspective as well as how the excellence and innovation that you describe have had a positive impact on your students. Also, please include the names and email addresses of up to three students whom the review committee may contact for student feedback on the class that is the focus of your self-nomination letter.

Course Syllabus. The syllabus should be for the course referenced in the self-nomination letter.

Order of Nomination Materials. The three components of the Nomination Materials should be saved as a Word document or PDF file in the following order: Cover Page, Self-Nomination Letter, Syllabus. Please label the file “MAC 2025 Teaching Award Nomination for _____” with nominee’s name filled in, and email to paula.poindexter@austin.utexas.edu by the March 1, 2025 deadline. In the email subject line, please include “Nomination for 2025 Gutiérrez-Wilson MAC Teaching Award.”

For More Information and Award Background. To learn more about the teaching award, please email MAC Teaching Award Committee Chair Paula Poindexter at paula.poindexter@austin.utexas.edu. The award, which was established in 2022, is named in honor of long-time MAC members Dr. Félix F. Gutiérrez, University of Southern California Professor of Journalism Emeritus, and Dr. Clint C. Wilson II, Howard University Graduate Professor Emeritus. The first Gutiérrez-Wilson Teaching Award was presented in Detroit during the 2022 AEJMC Annual Conference to Dr. Meta Carstarphen, Professor of Strategic Communication in the Gaylord College of Journalism and Communication at the University of Oklahoma. Dr. George L. Daniels, a professor at the University of Alabama, was honored with the Gutiérrez-Wilson Award for Teaching Excellence and Innovation in 2024.

“

I am grateful to have my work in the classroom associated with two great scholars,

”

said Dr. George L. Daniels, the 2024 Recipient of the Gutiérrez-Wilson Teaching Award



George L. Daniels, University of Alabama, was honored with the 2024 Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation, Fri., Aug. 9 at the AEJMC Conference in Philadelphia during the MAC Division Awards Meeting. (L to R) Paula Poindexter, Chair, Gutiérrez-Wilson Teaching Award Committee; George L. Daniels, 2024 Award Recipient; Maria de Moya, 2023-2024 MAC Head.

(Photo Credit: Dorothy Bland, Ph.D.)

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In his remarks after being presented the 2024 Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation which includes an engraved award and \$500 cash prize, Dr. George L. Daniels said: "I want to challenge all of us gathered here this morning to approach our teaching about diversity and difference with THREE I's in Mind—INNOVATION, INTENTIONALITY, and INSPIRATION." Daniels closed his remarks saying the following:

"But, it's not just innovation and intentionality. We have to constantly remind our students that what we're teaching is meant NOT To indoctrinate, but INSPIRE. We want to inspire them to share what they've learned, apply what they've learned in such a way that it impacts other lives. I believe that's what Clint Wilson and Félix Gutiérrez did. Their groundbreaking seminar book *Minorities and Media* was inspirational for others to publish similar titles and develop other scholarship. They inspired us with articles that took 1980s snapshots that are still relevant today when it comes to talking about diversifying journalism and mass communication.

I am grateful to be the 2024 Félix Gutiérrez-Clint Wilson Teaching Award Winner—grateful to have my work in the classroom associated with two great scholars—and grateful for the opportunity to step forward and challenge you—my colleagues to take your teaching to another level—using innovation, intentionality while inspiring your students. I thank you very much for this award."

Proposed by Past MAC Head and Past AEJMC President Paula Poindexter and unanimously approved by the MAC E-Board, the first Gutiérrez-Wilson Award for Teaching Excellence and Innovation was presented in 2022 to Dr. Meta Carstarphen. With no recipient in 2023, Dr. Daniels, a University of Alabama professor, became the second recipient of this teaching honor that includes a \$500 cash prize and beautifully engraved award.

Since MAC's new teaching award was approved in 2021, MAC members and friends of MAC have given \$19,370 toward a

**\$5,630 to Go to Reach \$25,000,
the Minimum Required for a
Permanent Endowment
to Support the
"Félix F. Gutiérrez and Clint C.
Wilson II MAC Award for Teaching
Excellence and Innovation"**

permanent Gutiérrez-Wilson Teaching Award Endowment of \$25,000 that will produce the annual interest that funds the \$500 cash prize and engraved award recipients receive. That means only \$5,630 is needed to reach the minimum endowment requirement of \$25,000. As chair of the Gutiérrez-Wilson Teaching Award Committee and Fundraising Committee, Paula Poindexter calls on MAC Members and Friends of MAC to give today so that we can reach (and even surpass) our \$25,000 Gutiérrez-Wilson Teaching Award Endowment Goal before 2024 ends!

To donate to MAC's Endowment for the Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation, you can write a check or make a secure online donation. Checks should be written to AEJMC with "Gutiérrez-Wilson Teaching Award (MACD)" in the memo line, and mailed to: AEJMC, P.O. Box 21647, Columbia, SC 29221

Secure online donations can be made at "Donate Now" under the Membership tab at aejmc.org. After clicking "Donate Now," enter your name and address, then scroll down pass Donation Options to "Divisions, Interest Groups, and Commissions" where you'll find the Minorities and Communication Division. Scroll down to the next line, "Write-in DIG Account Designation," and write in: "Gutiérrez-Wilson Teaching Award (MACD)." Once you select or write in the dollar amount of your donation, click submit and you will be asked for your credit card information.

For questions about donating, please contact the Gutiérrez-Wilson Endowment Fundraising Committee: Paula Poindexter at Paula.Poindexter@austin.utexas.edu, Mia Moody-Ramirez at mia_moody@baylor.edu or Laura Castañeda at lcastane@usc.edu.

Keeping up with AI while not losing our voices



Lourdes Cueva Chacón, Ph.D.
Student Research Chair

We cannot ignore how genAI (generative artificial intelligence) is impacting journalism and revolutionizing the way news is produced. As educators, it is crucial that we guide and model students' engagement with the technology so they approach it ethically, ensuring accountability and transparency. More importantly, we must raise awareness about the importance of amplifying the voices of underrepresented and marginalized communities in our work.

At this summer's conference, I presented a GIFT (Great Ideas for Teaching) on incorporating genAI into my journalism capstone class. Given the potential for misuse, demystifying genAI becomes essential. To introduce students to this field, I have designed an activity that assists students brainstorming story ideas. Leveraging Joe Amditis' *Beginner's prompt handbook: ChatGPT for local news publishers*, students learn how to craft effective prompts for AI-generated content. Throughout the process, we reflect on the pros and cons of using AI and the importance of developing and cultivating their own journalistic voices.

You can access the specifics of my GIFT at AEJMC's Best Practices in Teaching website. Here, I want to share what I have learned from my students and our experiences together.

First, many students are not aware of the broad range of newsroom tasks that AI can assist with. Of course, they are familiarized with chatbots as

writing assistants and some are using apps to take meeting notes, but most don't know about using AI to generate broadcast scripts, social media posts or infographics from their news stories. These tools can free up time for more critical tasks such as in-depth reporting and interviewing.

Students often have very vague ideas about algorithmic bias. Discussing how large language models (LLMs) used to train chatbots are heavily biased toward Western culture, how social media algorithms favor white people and how face recognition software has difficulties differentiating nonwhite people helps them have a better grasp of the seriousness of the problem.

Learning how to craft prompts incorporating context and adding constraints is a good way to avoid inaccuracies. For instance, by adding to your prompt "act as an investigative journalist doing research about Z," students learn they can minimize responses that include fictional characters, situations or data. (Again, check Amditis' *Beginner's Prompt Handbook*)

Acknowledging this is a learning journey we are taking together often reassures students it is OK to make mistakes as long as we remain committed to journalistic standards. As educators, our advantage lies in our experience, particularly with ethics, so openly discussing with them the pros and cons of using genAI and the personal and professional implications of misrepresenting what we do with the AI tools is crucial. In all activities where students use AI in my class, I ensure there is time for class discussion so together, we can identify pitfalls and benefits.

Someone asked me recently, "what is the top way genAI has changed your teaching?" My response was having our professional tenets present in every class to make sure students have internalized them: seek truth and report it, minimize harm, act independently, and be accountable and transparent.

This constant exercise of discussing and assessing what AI generates allow students to discern the appropriate situations for using genAI as well as to assess its responses. In the process, the class also discusses how important

it is to develop and cultivate their own voices as opposed to relying on the AI's which students describe as "soulless" and "robotic."

Although this requires extra effort and labor, my student's reflection below makes me hopeful that we will continue helping the new generations of journalists.

"I think the biggest pro to using AI for this assignment was opening my eyes to different angles for my story... I think another con the AI is how broad all of the ideas were, nothing was specific. ChatGPT can be an asset in some cases but overall when it comes to creating an original story idea the algorithm was not very helpful. I think overall the tool could help open up the prospects of what a story could be but the actually specific ideas need to be your own to create a powerful narrative."

P.S. I have compiled resources in my [AI & Journalism Library](#).

“

It is crucial that we guide and model students' engagement with the technology. More importantly, we must raise awareness about the importance of amplifying the voices of underrepresented and marginalized communities in our work.

”

Teaching AI Through AI: A Reflective Case Study for Journalism Educators



Keonte Coleman, Ph.D.
Teaching Chair

il had a crazy idea: write an op-ed with ChatGPT-4 to help my colleagues overcome their hesitation about using AI. But as the process unfolded, I realized it could be much more than an article about tips—it could be a meta-lesson. Why not have ChatGPT explain *exactly what we did*? So, here's an op-ed that doubles as a case study, offering practical advice and showcasing eight rounds of iterative prompts that led to this polished piece.

"Writing with AI: A Behind-the-Scenes Look at the Process" by ChatGPT-4

Integrating artificial intelligence (AI) into journalism and communication education is both a challenge and an opportunity. To illustrate how professors can embrace AI, this op-ed reflects on my iterative process in responding to Keonte's request for an AI-generated article. By showing the evolution of a single prompt, I aim to provide both a meta-lesson and practical strategies for educators.

The Process

The initial request was for a short article encouraging professors to adopt AI in their classrooms, featuring actionable tips and APA-style citations. My first draft included this example:

"AI's role in media brings ethical challenges, such as misinformation and bias. Incorporate discussions and assignments that critically analyze these issues, helping students develop ethical frameworks for AI use in communication (Raji et al., 2021)."

The citation, while formatted to emulate APA style, was fictional. When asked for source verification, I acknowledged its illustrative nature and was prompted to create a version grounded in real research.

Revised with Real Sources

The second version replaced fictional citations with accurate references. For example:

"Research highlights that generative AI tools can reduce teacher workloads, enhance data analysis, and personalize learning experiences, though ethical concerns about transparency remain significant (Demmar & Neff, 2023)."

This reference draws on a study that maps the opportunities and challenges of generative AI in journalism education, underscoring its transformative potential when used responsibly.

The Generalized Version

Next, I was asked to create a version without sources focusing on general insights, which included the following statement:

"Encourage students to experiment with AI-driven tools like transcription software or content summarizers. These technologies provide hands-on learning while demystifying AI's role in modern journalism."

This example demonstrated AI's ability to adapt tone and scope based on user needs.

Lessons for Educators

This iterative process didn't stop at refining drafts; Keonte specifically requested that I highlight broader lessons for educators based on our collaboration. Drawing from these experiences, here are actionable takeaways for journalism and communication professors seeking to explore AI in their teaching.

1. **Start Small with Familiar Tools:** Use AI tools like ChatGPT for brainstorming or tools like Grammarly for editing. These provide a low-stakes introduction to AI's capabilities.
2. **Emphasize Ethical Use:** Discuss bias, misinformation, and transparency to ensure students critically assess AI-generated content.
3. **Engage in Iterative Refinement:** Just as this process evolved through user feedback, encourage students to revise and refine AI-generated outputs to improve quality and alignment.
4. **Integrate Real and Fictional Examples Thoughtfully:** As shown, starting with illustrative examples can help frame discussions, but grounding these in real sources builds credibility.
5. **Normalize Experimentation:** Share your learning journey with students to foster an environment where exploration and mistakes are part of the process.

Reflection

This iterative experience showcases AI as both a teaching tool and a subject of study. Educators can use similar reflective processes to demonstrate AI's strengths and limitations, fostering critical thinking and ethical awareness. As professors adapt to AI, they prepare students for a future where these tools are indispensable in journalism and communication.

Reference

Demmar, K., & Neff, T. (2023). Generative AI in journalism education: Mapping concerns and opportunities. *Journalism Education*, 12(1), 47–58.

My Thoughts After Using AI

Thank you, ChatGPT! Here's my reflection on the process: I probably spent as much time—if not more—working with ChatGPT on this article as I would have spent writing it on my own. That said, this was my first time sitting down and using it to create something intended for public consumption.

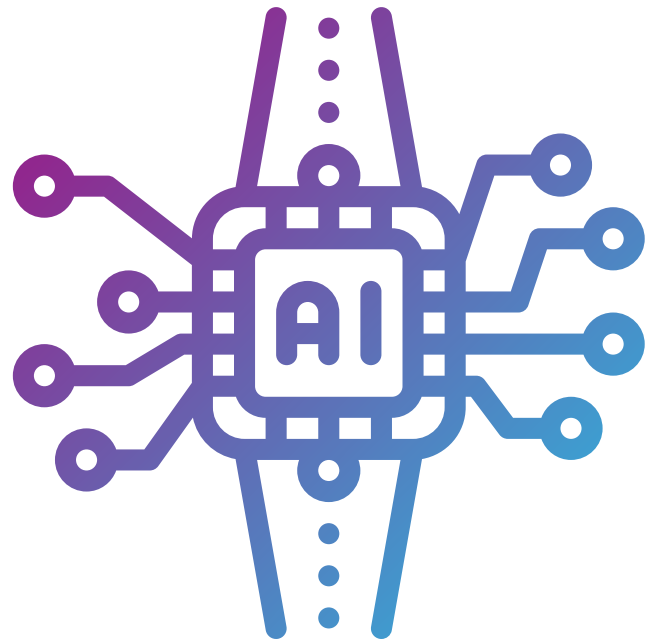
I'm not suggesting you have to use AI, but I'd encourage you to at least start experimenting with these tools. Play around with them, see

how they work, and find a level of comfort that fits your style. The reality is, our students and the industry are already using AI, whether we like it or not.

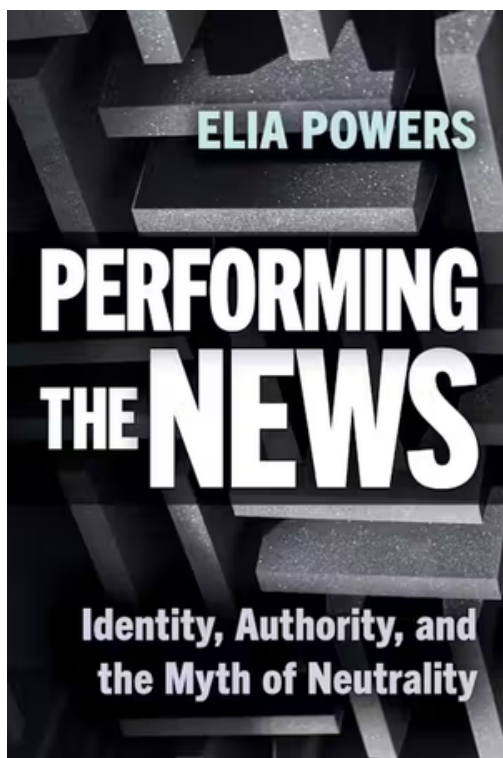
While I haven't incorporated much AI into my teaching yet, I plan to do more next semester because this process helped me feel more confident. I see AI not as a shortcut but as a tool to expand creativity, test ideas, and even teach critical thinking.

The takeaway? Using AI requires time and intentionality. It's not about handing the reins to a machine—it's about steering it thoughtfully to achieve your goals. And honestly, the process can be surprisingly fun. So, take the leap and see where it leads you and your students.

To find detailed examples of the prompts and responses from ChatGPT-4 mentioned in this column, click [here](#).



NEW BOOK: PERFORMING THE NEWS BY ELIA POWERS



Dr. Elia Powers, an associate professor at Towson University, is excited to announce the publication of his first book. *Performing the News: Identity, Authority, and the Myth of Neutrality* explores how journalists from historically marginalized groups have long felt pressure to conform when performing for audiences on radio and television. Through in-depth interviews with journalists in broadcasting and podcasting, and those who shape their performance, Powers suggests ways to make journalism more inclusive and representative of diverse audiences.

He would love to speak about the book with MAC members and is open to virtual class visits if the topic aligns with courses members are teaching. Feel free to e-mail him at epowers@towson.edu

MEMBER UPDATES



Outlier Media Promotes Erin Perry

Dr. Erin Perry has officially stepped into the role of Editor-in-Chief at Outlier Media. With Erin at the helm, Outlier becomes a Black-led news outlet in America's largest majority-Black city.

Erin's deep roots in Detroit, her experience as an editor, reporter and educator, and her unwavering commitment to delivering the information Detroiters need, all come together in this pivotal moment. She is uniquely qualified to lead, having served as our Managing Editor for the past three years. During that time, she helped build a powerhouse newsroom that is now a national leader in nonprofit journalism. Her work is a labor of love for the city that raised her.

She is a highly respected journalist, passionate about training and uplifting emerging talent.



Dr. Lisa M. Paulin was promoted to full professor in the Department of Mass Communication at North Carolina Central University on July 1, 2024.

SWECJMC awards Mia Moody, Amal Bakry & Dorothy Bland

The Southwest Education Council for Journalism and Mass Communication (SWECJMC) is pleased to announce the 2024 winners of our prestigious Pioneer and Educator Awards.

Dr. Mia Moody, professor and Chair of the Department of Journalism, Public Relations and New Media at Baylor University, earned this year's Educator Award. **Dr. Amal Bakry**, assistant professor of advertising and the Advertising Sequence Coordinator at the University of Louisiana at Lafayette, is this year's recipient of the Pioneer Award.

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Mia Moody-Ramirez, Ph.D., is Professor and Chair of journalism, public relations and new media in the Baylor University College of Arts & Sciences.

The Educator Award

The Educator Award, which was created in 2021, honors a faculty member at a SWECJMC member institution who has demonstrated an outstanding contribution to journalism and mass communication education, and an exceptional commitment to undergraduate and/or graduate education through innovative practices, excellent student outcomes, and/or classroom-focused research. These attributes essentially describe Dr. Moody's career.

Dr. Moody – who has four college degrees – has served on the faculty at Baylor University since 2001, where she teaches a variety of classes, including Reporting and Writing for Media, Public Relations Media Planning, Gender, Race and Media, and Theory of Mass Communication. In addition to chairing the department, she previously served as director of the graduate program. She has authored four books, and four dozen articles in top journals, including *Journalism Mass Communication Quarterly*, *Howard Journal of Communication*, *Journalism Educator*, *Journal of Black Studies*, and *Public Relations Review*. Many of her studies examine media portrayals of race and how that intersects with society, especially through stereotypes in social media.

As examples of her outstanding contribution to JMC education, she led her department to a successful reaccreditation, just oversaw the launch of a broadcast sequence, and her department enjoys first-year student retention of over 90%. She has long been recognized as an important role model and mentor for women and people of color. She has served, for 20 years, as faculty advisor of Baylor's chapter of the National Association of Black Journalists and her name is on a scholarship awarded to an NABJ member each year. She has served on committees for two doctoral dissertations and 17 master's theses.

She was head of the Minorities and Communication Division of the Association for Education in Journalism and Mass Communication (AEJMC), was an officer for three years on the AEJMC Commission on the Status of Women, and is the current vice-president elect of AEJMC and will become president in 2026. She has previously been honored as Professor of the Year at Baylor (2021) and won the 2018 Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education.

Dr. Moody won two top paper honors at one conference just last year—only the latest in many awards for her research. She is equally deserving of this honor for her exemplary teaching and mentorship.



Amal Bakry, PhD, is an Assistant Professor in the communication department of the University of Louisiana at Lafayette

The Pioneer Award

The Pioneer Award was created in 1993, and honors an individual who has made a significant contribution to journalism and mass communication education in one of the 11 states represented in the SWECJMC. The Pioneer Award is not awarded each year but rather is bestowed on an academic who is recognized for unique and important contributions to JMC education. Dr. Bakry certainly fits this description.

Her research has focused on public diplomacy and often captures resonant social topics which are “ripped from the headlines,” including numerous studies on diplomatic branding of Egypt and a recent study on the Hijab-wearing Barbie doll and social identity, published in the Journal of Consumer Behavior.

Dr. Bakry has worked as a communication professional for more than twenty years in Egypt, with the prominent DDB Agency and with the British Council. She returned to school for doctoral studies at the University of Florida. She has been at the University of Louisiana at Lafayette for seven years, where she teaches public relations, advertising and media planning. In fact, she was just awarded a \$3,000 ADVANCE Course Development Grant, a competitive internal initiative from the University.

She teaches fundamental courses (Principles of Advertising, Communication Research) but, more importantly, courses on emerging and creative media, including Advertising Creative Strategy and Trends in 21st Century Communication. Dr. Bakry also serves in important service roles, including as current Research Chair of the Commission on the Status of Women in the Association for Education in Journalism and Mass Communication (AEJMC), and as a longtime officer in the International Communication Division. And she has authored two dozen scholarly articles.



Dorothy Bland, PhD, is a Professor in the Journalism program of the University of North Texas

Dr. Dorothy Bland of the University of North Texas Mayborn School of Journalism won the top faculty paper award for her paper titled, “Leveraging transformative experiences from the Online News Association Women’s Leadership Accelerator Program,” at the Southwest Education Council for Journalism & Mass Communication on Oct. 25, 2024 at Texas State University in Round Rock. The paper also was among the top six papers in the competition.



Dr. Rochelle Ford Leads Page

The Page Board of Trustees voted unanimously to appoint Dr. Rochelle Ford, APR, most recently president of Dillard University, as the Page's new chief executive officer, effective January 2, 2025. A Page member for a decade and past recipient of the Page Distinguished Service Award, Rochelle's career spans academia, non-profit leadership, and global advocacy.

Rochelle is a highly respected leader and an innovative builder of organizations. She will advance Page's strategic vision, including optimizing the value Page delivers to members and continuing its growth globally.

As president of Dillard University, Rochelle achieved growth through innovation while strengthening the university's financial health. She previously led award-winning communication programs at Elon University and Syracuse University, mentoring many of today's accomplished CCOs and agency leaders. Within Page, Rochelle has served as chair of the diversity and inclusion committee and conducted award-winning research on best practices within member organizations.



"Retirement" took a new turn for Federico Subervi (Ph.D.). In July-August this year, he once again guided five MA students of the Pontificia Universidad Católica de Concepción, Chile, to learn about propaganda, fake news and threats to Democracy. However, fall was his most rewarding and pleasant semester of his 42 years of university-level teaching.

As a visiting professor in Political and Social Sciences at the University of Puerto Rico, Río Piedras (UPR-RP) campus, he taught 37 undergraduate students in three classes: Political Communication in Puerto Rico, the Mass Media in Puerto Rico, and Public Opinion and Propaganda. Although in 2022-23 he had mentored a few independent studies students at the Cayey campus of the UPR, this semester was the first time he taught regularly scheduled courses at his alma mater (UPR-RP). The three courses were taught in a combination of online and in-person sessions, the latter for which he traveled four times to Puerto Rico and taught there during several weeks, when he also gave various talks about his most recent (2024) book, *Comunicación Política en Puerto Rico: Primera antología de ensayos, investigaciones y críticas* [Political communication in Puerto Rico: first anthology of essays, research and critiques], co-edited by Ángel Israel Rivera Ortiz.

The "salary" for the teaching in Puerto Rico did not even cover half his travel, housing or other related expenses. Nevertheless, his passion for teaching, especially in Puerto Rico on his subjects of expertise, more than sufficed. As he has said repeatedly, "When I accepted that opportunity, it was certainly not for the income, but instead for the outcome for the students' learning. And there is no price for that treasure."

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