

# Newsletter

MINORITIES & COMMUNICATION DIVISION

SPRING 2022



## Q&A WITH FÉLIX GUTIÉRREZ AND CLINT WILSON, THE JOURNALISM EDUCATORS WHO INSPIRED MAC'S NEW TEACHING AWARD

BY PAULA M. POINDEXTER

While we know a lot about Félix Gutiérrez and Clint Wilson from their decades of service to the MAC Division and through their interviews in the [AEJMC Trailblazers of Diversity Oral History Project](#), there are some things MAC members may not know about them. For example, some MAC members may not be aware that the National Association of Hispanic Journalists (NAHJ) inducted Dr. Gutiérrez into the NAHJ [Hall of Fame](#) or that Dr. Wilson's co-authored book *A History of the Black Press* was selected by *Journalism & Mass Communication Quarterly* as one of the significant journalism and communication books of the Twentieth Century.

And while some MAC members are aware that these 2011 and 2013 recipients of the Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research co-authored the first textbook to address race and ethnicity in journalism and communication education, few are familiar with their philosophy of teaching or the courses they created, transformed, and taught during their long and productive academic careers.

So to become better acquainted with the journalism educators whose names grace MAC's new teaching award, I asked Félix Gutiérrez, professor emeritus, University of Southern California, and Clint Wilson, professor emeritus, Howard University, about their teaching philosophy, the impact of their courses, their contributions to our field, and their thoughts on the new teaching award. Here's what they said in their own words with minor editing for clarity and brevity.

Continued on page 6

### In this issue

#### MAC-2-MAC

Discussing tenure: MAC-2-MAC conversation with Dr. Nathian Rodriguez from San Diego State University. In page 4

#### Deadline for MAC Grants

Get ready to apply to our grants! For those conducting research with a focus on diversity and racial minorities in the U.S. Info in page 5.

#### PF&R Column

#IYKYK: Vulnerable Faculty Need Help. In page 10

# TABLE OF CONTENTS

**1** Q&A WITH FÉLIX GUTIÉRREZ AND CLINT WILSON, THE JOURNALISM EDUCATORS WHO INSPIRED MAC'S NEW TEACHING AWARD

**3** A NOTE FROM MAC HEAD

**4** FROM HIRED TO PROMOTED: THE P&T PROCESS

**5** GET READY TO APPLY TO OUR MAC GRANTS

**5** UPCOMING AEJMC 2022 MAC PANELS

**8** 2022 MACD CALL FOR PAPERS & ABSTRACTS

**10** #IYKYK: VULNERABLE FACULTY NEED HELP

**11** MACD MEMBER NEWS

**13** MIDWINTER CONFERENCE HIGHLIGHTS

**14** MAC LEADERSHIP

# A NOTE FROM MAC HEAD

It's almost that time again. Flowers should be blooming soon and the grass is beginning to get greener. Spring time is here! It has been a whirlwind and we are slowly returning to normal.

In early March I had the pleasure of attending AEJMC's Midwinter conference in Normal, OK for my first in person conference since the whole mess of a pandemic arrived. It was so refreshing to tune-in to conversations and presentations held both remotely and face-to-face. More importantly, I was relieved to see that the pandemic did not stop the distribution of the wonderful work that is being accomplished within the MAC division. Presenters included both faculty and graduate students alike and the range of scholarly endeavors were amazing.

As we gear up for the upcoming annual AEJMC conference, which has a fast approaching submission deadline (April 1), I encourage those who have taken a short hiatus to join us. The topics will be thought provoking, and the friendships and support you develop within the division will last a lifetime. Before wrapping up, I just want to send a special thank you to all of those who made the midwinter conference a success. Without executive board members, faculty, and graduate students our representation at the conference would not have been as impressive as it was. There is even more to come in the upcoming months as you will find in this newsletter. Happy Easter to all!



Dr. Sydney Dillard

## **Reviewers Needed**

Lend your research expertise and service to the 2022 AEJMC Minorities and Communication Faculty and Student paper competition. See website or contact research chairs for more details.

# From Hired to Promoted: The P&T Process

BY: KATHLEEN MCELROY  
MAC-2\_MAC CO-CHAIR

To Dr. Nathian Rodriguez, the newly minted associate professor at San Diego State University, advocating for yourself is crucial throughout the promotion and tenure process, especially for young scholars from marginalized communities.

“When it comes to writing these letters and putting your packet together, sell yourself,” he said at the MAC-2-MAC mentoring 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.”

Dr. Rodriguez and Dr. Kathleen McElroy, director of the School of Journalism and Media at the University of Texas at Austin, hosted the mentoring session to outline the finer points of P&T, including writing supporting statements or letters, finding mentors and understanding your university’s timelines for promotions.

Dr. Rodriguez, whose promotion became official last fall, went up for tenure “early,” or a year shorter than his university’s required length at assistant professor.

There was no penalty if he had failed to be promoted, but other schools have more dire policies.

“It’s important to know if you do go up early at any point, that is your review process,” he said, meaning a loss of your faculty job if you are not promoted early. “The outcome is the official outcome.”

Dr. McElroy pointed out that associate professors don’t face a ticking clock to be promoted to full, but, she added, “a lot of professors, especially professors of color, stall at associate. You’re not getting as much support.”

She advised new assistant professors to take it slowly in their first year as faculty: “You’re in survival mode, you’re moving, you’re prepping for new classes.”

Dr. Rodriguez, laughing, said he did not take that advice.

“Coming out of the gate I already felt a sense of imposter syndrome: you know, first generation, Latinx,” he said. I felt like I had to prove I belonged there. It was very intimidating to be around a lot of really great scholars, and then here comes Nate Rodriguez.” In addition, he embraced the invisible labor that professors from marginalized groups often serve.

“When I was hired, I was the only kind of out visibly faculty member there, and one of the very few Brown faculty members there, so a lot of students gravitated towards me.”

“If I were to go back to 2016 when I started, I would have taken a breath,” he later added.

“I felt like I hit the ground running and I’ve been running ever since, and I’m tired.”

Dr. Rodriguez shared his research and teaching statements during the [Zoom](#). In them, he made sure that administrators understood his importance to their university.

“Not everyone is going to be advocate for you, not everyone is going to support you,” he added. “Know that. You have to defend yourself, you have to speak up for yourself. For the first couple of years, I was thought, ‘Oh, I’m the loud Brown gay guy saying, ‘I need this, I need this.’ ‘ Sometimes you have to be. We’re not told enough that we need to advocate for ourselves. Because of that, I think it’s important to vocalize what you need – if you need extra time, if you need resources.”

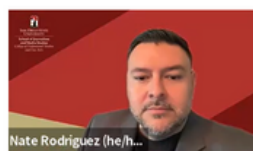
Dr. Rodriguez also reminded everyone to focus on the big picture. “Just overall remember to sell yourself, give yourself grace; this is a process that is iterative. You’re here to take care of your mental stability first, your physical and emotional state-of-being as well. And then the academy. Certain things you can always strive for another year, and other things may not be there always. And I learned that the hard way this past year when I lost my grandmother. I wish I had spent more time with her than writing ... Life happens -- the academy is always going to be there, right?”

The next MAC-2-MAC session will be “Juggling Service,” on Friday, April 8, at 1 p.m. P.T./3 p.m. C.T./4 p.m. E.T. A panel of faculty members will share their advice about how to make the best choices when it comes to service. Dr. Maria DeMoya Taveras, an associate professor at DePaul University, will lead the discussion with Dr. Teresa Mastin, professor and chair at Michigan State University, and Dr. Holly Overton, associate professor at Penn State. The Zoom link to the event:

<https://fullerton.zoom.us/j/86262460199>

## Components for P&T evaluation:

- **Research:** metrics, significance, 5 most significant works
- **Teaching:** surveys, peer reviews and showing progress
- **Service is NOT as valued when going up for associate**



Dr. Nate Rodriguez discusses promotion and tenure on the second MAC-2-MAC program event.

# Get ready to apply to our MAC grants

BY: VANESSA BRAVO  
GRANTS CHAIR

Are you conducting research with a focus on diversity and racial minorities in the United States, in connection to communication processes? The Minorities and Communication (MAC) Division of the Association for Education in Journalism and Mass Communication (AEJMC) is ready to support your work!

Every year, the *Dr. Paula M. Poindexter Research Grant* is awarded to one research project by a faculty member (or a team of them) and to one research project by a student (or a team of them). Faculty members and students can team up, too, but they compete in the faculty category.

These two grants (the Faculty and the Student-Only) honor the tireless work of Dr. Paula M. Poindexter, former MAC division head and former AEJMC president.

What kind of research are we looking for? The term “racial/ethnic minorities” has been defined by the MAC Division to include Latina/os, African Americans, Asian Americans, and Native Americans. Therefore, proposals examining how these groups present images, news and/or other information about themselves, as well as those examining how issues and/or perspectives related to race/ethnicity and diversity are featured in mainstream or other specialized media, would generally fall into this division’s area of interest. Our division also welcomes proposals for research on teaching or pedagogy related to minorities in communication. Grant proposals employing any scholarly method of inquiry are invited.

A few things to take into account are the following: Each investigator cannot submit more than one proposal, there is no limit on the number of researchers per proposal, all applicants have to be MAC members as of June 1, 2022, and current members of the MAC executive board for 2021-2022 cannot apply.

This year's *faculty grant* includes \$1,000 in research support. The *student grant* includes \$500 in research support. To apply, please be attentive to the email we will send in early April through our listserv (with reminders in May and June), which will have a link to the Google Form you need to fill in order to be considered.

The deadline to apply is **Friday, June 17, 2022**. All applications will be blind reviewed. For further questions, please email Dr. Vanessa Bravo at [vbravo@elon.edu](mailto:vbravo@elon.edu)

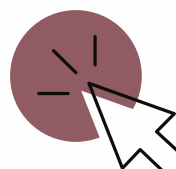
## UPCOMING AEJMC 2022 MAC PANELS

The countdown is on for the 2022 AEJMC Conference! We’ve worked hard to plan a wonderful reunion in Detroit this fall. Our final program includes seven traditional panels touching on topics like empathy and unpublishing, media narratives and anti-Asian American violence, and new DEI teaching strategies. You’ll also see plans for a breakfast that centers HBCU leadership, and a social that we hope can celebrate our the service of our extremely successful MAC mentorship program.

There’s more! MAC’s influence will reach far beyond those panels that we sponsor. After the call for panels went out in Fall 2021, I received dozens of panel ideas. A huge thank you for all the thoughtful panels you all proposed. As I learned more about the programming system and duties, I quickly realized I would have to face so many tough decisions. But there was room for creativity and with the help of the Council of Divisions and groups like the Commission for the Status of Minorities, we were able to find homes for additional ideas. As a result, you’ll see MAC member’s ideas in divisions and interest groups across the conference, even if they aren’t sponsored by MAC, formally. We also hope that those panel ideas that weren’t programmed this year can be incorporated into online programming in the months to come or reimaged next year.

As we finalize the logistics of the schedule and format of the conference, we’ll be in touch with more details. Until then, I hope you stay well and uplifted. I look forward to seeing you in Detroit.

DANIELLE K. BROWN, PH.D.





# Q&A WITH FÉLIX GUTIÉRREZ AND CLINT WILSON from page 1

**Paula Poindexter:** How would you describe your teaching philosophy or personal approach to teaching?

**FÉLIX GUTIÉRREZ:** My philosophy or personal approach to teaching is to integrate teaching into research and advocacy activities needed to establish recognition of how media have treated people of color and how people of color have used media. This includes teaching and engaging students in the classroom and professionals in conferences and organizations. Teaching and learning are not campus-only activities, but also life-long processes of staying in touch with students as they become professionals. More than ever it is an interactive process in which both faculty and students are teaching and learning.

**CLINT WILSON:** My philosophy is based on the notion that teachers don't "teach" but rather they inspire students to learn. If students respect their classroom leader and understand that their professor respects them, all will have a positive learning experience because all are pursuing knowledge together. (A teacher is basically a more advanced student.) Where the teacher shows enthusiasm for – and knowledge of -- the subject matter and genuinely cares for students, the classroom experience is generally successful.

It is also very important that teachers demonstrate sound ethical values, personal integrity, and a genuine concern for the total well-being of students as individuals. In essence, students first "learn" their teacher and are, in turn, inspired to learn the subject matter.

**Paula Poindexter:** What do you consider the most impactful class that you've taught and why do you believe it was impactful?

**FÉLIX GUTIÉRREZ:** The most impactful class I taught was the Minorities and the Media course co-organized and co-taught with Clint Wilson at the University of Southern California in the early 1980s. Later renamed People of Color and the News Media, I taught it again after returning to USC in 2002. The class was impactful because it brought together students of all races and cultures to explore and discover how the media treated people of color and how people of color developed their own media over centuries. Initially it was a class with a few scholarly resources on African Americans, but even less on Asian Americans, Indigenous People and Latinos. Both students and teachers learned from each other as they explored and expressed what they found and wanted to find. Through this we were able to see across races and cultures and go beyond our own experiences to see connections with other groups.



Félix F. Gutiérrez, Ph.D.

After teaching this class a few years, first-author Clint and I researched and wrote the Minorities and the Media textbook in 1985. It is now *Racism, Sexism and the Media* with Lena Chao as co-author. This and subsequent books by MAC now offer faculty and students a range of resources of the multicultural experiences with media.

**CLINT WILSON:** The course was Journalism 360 at Howard University and was titled "History of Multicultural Media." When I came to Howard in 1986 the department was offering a course titled "History of the Black and White Press." I succeeded in getting the title and focus of the course changed within my first two years at Howard. The course was required of all journalism majors including those in the news-editorial (print), broadcasting, and public relations sequences of study. It was impactful because it provided students with a perspective and cultural/racial context concerning the professional fields they were hoping to pursue as persons of color in America.

**Paula Poindexter:** What do you consider your most important contribution to the field of journalism and/or journalism and communications education?

**FÉLIX GUTIÉRREZ:** My most important contribution was to be involved in the early stages of Latino media studies and teaching beginning in the late 1960s. This includes teaching a Chicano journalism class at Stanford in 1970, doing research in Mexico in 1972 to document that the first printing press in America was in Mexico in 1535 (more than a century before the first press in the English colonies) and that the first printed journalism in America was in Mexico in 1541.

Continues on page 7

## Q&A WITH FÉLIX GUTIÉRREZ AND CLINT WILSON from page 6

**FÉLIX GUTIÉRREZ:** My other original research and publications in the 1970s documented that 1808 was the year the first Latino newspaper was published in the U.S. Additionally, I published early research on the development of Spanish-language newspapers, radio and television in the U.S. Since then, I and others have taken Latino media studies far beyond the foundational research and initial publications.

**CLINT WILSON:** The opportunity to mentor many students who have become successful and influential professionals. They include several TV news anchors (local and national networks), a “60 Minutes” correspondent, at least two NPR staffers, a White House correspondent, and a deputy managing editor for a major metropolitan newspaper.

**Paula Poindexter: Prior to this new teaching award, the MAC Division sponsored or co-sponsored four awards. Why is this new teaching award important for the MAC Division to sponsor? And what does it mean to you personally for the “Félix F. Gutiérrez and Clint C. Wilson II MAC Award for Teaching Excellence and Innovation” to honor you?**

**FÉLIX GUTIÉRREZ:** This award is important to MAC because teaching is liberation, the goal of all our movements for free expression. Teaching liberates our students as it builds their awareness and skills. Teaching liberates as professors take and share information from books, articles and archives with others. And teaching liberates by showing through personal interaction the power of communicating knowledge.

This award is important to me because my parents were both teachers and because it is the ultimate goal of what I have tried to do in the classroom, in my research and publications, and in my personal interactions and encouragement of others.

**CLINT WILSON:** Yes, I am honored to have been chosen for recognition as a namesake of MAC’s newest award for teaching. And I was truly humbled to learn about it. However, if I had been given the opportunity to “weigh in” on this prestigious award I would rather have had it named for the true pioneer in journalism education among people of color, Dr. Armistead S. Pride. Dr. Pride was the “Jackie Robinson” of AEJMC as he was the first person of color to hold membership in AEJ as it was known at the time. Moreover, he was the founding director of the first journalism department established at an HBCU (Lincoln University in Jefferson, MO) that produced several notable journalists including Dorothy Gilliam, long-time columnist for the Washington Post, among others.



Clint C. Wilson II, Ed.D.

**Gutiérrez and Wilson Embody Purpose of Teaching Award.** While it is commendable that Dr. Wilson expressed his preference for this award to have been named after pioneering journalism educator and Black Press historian Dr. Armistead S. Pride, the teaching philosophy, impact of courses taught, and contributions to our field underscore why this award carries the names of Félix Gutiérrez and Clint Wilson and why the MAC E-Board unanimously and enthusiastically endorsed the proposal to create this award in their names. Simply put, Dr. Félix Gutiérrez and Dr. Clint Wilson embody the teaching excellence and innovation that this award stands for.

**Invitation to Submit a Self-Nomination for the Gutiérrez-Wilson Teaching Award.** The inaugural Gutiérrez-Wilson Teaching Award, which includes a \$500 check and specially designed award, will be presented at the 2022 AEJMC Annual Conference in Detroit. MAC members are invited to read the [Gutiérrez-Wilson MAC Teaching Award Call](#) and, if eligible, submit a self-nomination package by the April 20, 2022 deadline to [paula.poindexter@austin.utexas.edu](mailto:paula.poindexter@austin.utexas.edu).





## 2022 AEJMC PAPER COMPETITION

MINORITIES AND COMMUNICATION DIVISION

Detroit, Michigan

**AUGUST 3-6, 2022**

The Minorities and Communication Division invites submissions of original research on any topic related to minorities in communication. Submissions employing any generally regarded scholarly method of inquiry are invited. Papers should include appropriate literature reviews, methodology, findings, and discussion. Only one paper per primary (first) author will be sent out for review.

The term “minorities” has been defined to include Latina/os, African Americans, Asian Americans, and Native Americans. Therefore, papers examining how these groups present images, news and/or other information about themselves, as well as those examining how issues and/or perspectives related to race/ethnicity and diversity are featured in mainstream or other specialized media, would generally fall into this division’s area of interest. This division also welcomes papers on teaching or pedagogy related to minorities in communication.

**Full Paper Formatting:** Papers should not be more than 25 double-spaced pages, excluding references, tables, figures, and other graphics. If it is not historical research, APA reference style is preferred. If these rules are not followed, papers are subject to disqualification. Also, follow the instructions in the 2022 AEJMC paper competition uniform call.

**Paper abstract submissions:** Extended Abstract Paper Formatting: In light of the extraordinary and historic disruptions to the lives of faculty members and graduate students as a result of the spread of the COVID-19 virus, we accept extended abstracts for the 2022 conference. Extended abstracts should contain all of the same content sections and elements that would normally be used in the full paper, including the study's purpose, literature review, research questions and/or hypotheses, method, findings and discussion/conclusion. The main difference, however, is the length of this submission format. For authors considering the extended abstract option, data collection and analysis must be at least 75% complete in order to meaningfully report tentative findings and conclusions. Authors should clearly report in the Method and Findings sections 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 conclusions are based.



# 2022 AEJMC PAPER COMPETITION

MINORITIES AND COMMUNICATION DIVISION

Detroit, MI



**AUGUST 3-6, 2022**

The *extended abstracts must be at least 750 words long but no more than 1,500 words*, excluding any references, tables, or figures. Extended abstracts must include a reference list. The reference list and summary are not included in the word count. When submitting in this format, authors must include the words "Extended Abstract" at the start of their paper title (e.g., "Extended Abstract: [Your paper title]"). Authors should clearly indicate the same on the title page of their submission. Submissions that are not appropriately labeled may be rejected. Authors whose extended abstracts are selected for presentation at the conference must still submit their full paper before the conference.

**Student Papers:** Graduate and undergraduate students are encouraged to submit original research regarding minorities and communication. Student papers are ones in which ALL of the co-authors are currently enrolled students. The paper must be correctly submitted to the MAC Student Competition category online. Student papers should include a separate cover sheet that indicates their student status (i.e. Ph.D. Student, M.A./M.S. Student) but omits the author's name.

All students whose papers are accepted for presentation in the Minorities and Communication Division will be considered for the Dr. Carolyn Stroman New Graduate Membership Award. Eligible recipients must be current members of AEJMC who do not have a MAC membership.

**Self-Identifying Information:** Authors are reminded to check their manuscript for self-identifying information of any kind, including following a particular style guide's directions on matters of self-citation. Authors are strongly encouraged to submit their papers at least a day or two before the deadline. All papers submitted will be pre-screened for identifying information and proper submission in the student/faculty category. In the event of the inclusion of self-identifying information PRIOR to the deadline, authors will be allowed to resubmit their manuscript prior to the deadline. After the deadline, as per the uniform call, papers with identifying information will be automatically disqualified.

**Questions?** Competition Contact: Maria De Moya, DePaul University at ([mdemoyat@depaul.edu](mailto:mdemoyat@depaul.edu)).

The deadline for submissions is **April 1, 2022 at 11:59 p.m. CDT.**

# #IYKYK: Vulnerable Faculty Need Help

BY KEONTE COLEMAN, PHD  
PF&R CHAIR  
ASSISTANT PROFESSOR  
SCHOOL OF JOURNALISM & STRATEGIC MEDIA  
MIDDLE TENNESSEE STATE UNIVERSITY



Keonte Coleman, Ph.D.

I'm going to attempt to thread an ultrafine needle by saying something without saying something, just like many of the education bills and laws being enacted right now. I hope that you all can follow me. If not, pull me to the side at the convention and we can talk!

As the Minorities and Communication Division PF&R Chair, I feel compelled to address an issue that has been sensationalized by many and used as red meat to radicalize citizens for political gain. However, as a tenure track assistant professor who looks like I do at a public university in the Volunteer State, I don't quite feel secure enough to yell from the Great Smoky Mountaintops about this issue.

The education and journalism industrial complexes need to place all of their considerable power behind stopping one of the biggest propaganda campaigns to hit this country since a certain group decided to go into the curriculum writing, political lobbying, and statue building business.

Historians will look back on this time and wonder why someone didn't stand up against this onslaught of misinformation, disinformation, and boldfaced lies leading to election wins and absurd and obscure legislative changes aimed directly at making one group feel comfortable again.

There's so much news happening now that it's easy to gloss over the rapid systematic changes taking place in local and state legislation. Policies and laws have been enacted that already have chilling effects on education at both K-12 and higher education institutions.

State funding has been taken away from previously supported initiatives designed to level playing fields, tenure for current and new faculty is being threatened, and K-12 teachers and administrators have been fired. Many educators are likely self-censoring, fearing that they could be the latest victims of hyperbolic rhetoric that threatens their livelihood or even their lives.

One reason we can't quickly combat the harmful propaganda is that we've taken too long to address disparity issues. We're not fully equipped with enough people who recognize that the actions taking place now are dangerous and are precursors to other disciplines and issues being targeted in the same way. The playbook to actively mislead, distort, and legislatively cancel anything remotely associated with a discipline that one group deems uncomfortable is working. Those desperate to hold on to power will surely adapt the strategy to tackle other issues of "discomfort."

What can be done? It has to be a lot more than what is currently happening in journalism, media, and education.

It's a shame when satirists and comedians must take on the task of educating the public about this issue, expertly pointing out all the hypocrisy and lies being told in the name of "liberty" and "freedom." We need a bigger accounting of what's actually happening in communities and not the made-up stories that, despite being debunked, still get shared to help pass laws.

We need more special reports. We need to actively counteract those media outlets that choose to use certain words and phrases over and over in a negative or distorted way as political dog whistles.

Higher education systems must find a way to fight back against threats of funding cuts and legal repercussions, or risk losing valuable members of their communities. Shared governance and academic freedom are nice in theory, but if an entire discipline and anything remotely associated with it can be legislated out of existence without much of a fight, that flies in the face of all of the supposed support for making these institutions places for all.

Academic and professional organizations should be using their collective voices to speak out and lobby against the silencing of free speech and academic freedom.

I wish I felt free enough to say what I really want to say. I wish I felt secure enough to know that all the institutions I hold in such high regard would flex their collective muscles and fight on behalf of those of us who can't afford to take the blows they could easily absorb.

I didn't say it, but if you know, you know. If you don't, then maybe that's part of the problem, too.

# MAC MEMBER NEWS

**Dr. Danielle Brown** recently published an article in Columbia Journalism Review detailing findings from several research projects that revised the promises and progress newsrooms have made since the 2020 murder of Gorge Floyd, when many made promises to center DEI efforts. She recently received a major funding award to pursue additional work focusing on the Minneapolis-St. Paul community. <https://www.cjr.org/analysis/diversity-equity-inclusion-progress-newsrooms.php>



Danielle K. Brown  
Cowles Professor of Journalism, Diversity & Equality,  
University of Minnesota



Nathian Rodriguez  
Associate Professor - San Diego State  
University

**Dr. Nathian Shae Rodriguez** was selected as one of six faculty members university-wide to receive the new San Diego State University Presidential Research Fellowship. This award includes \$25,000 to support his on-going research. Dr. Rodriguez specializes in critical-cultural and digital media studies, critical communication pedagogy, and pop culture pedagogy. His research focuses on minority representation in media, specifically LGBTQ and Latinx portrayals and intersectional identity negotiation, as well as pop culture, identity, radio broadcasting, and issues of masculinity/mascing. You can read more about his fellowship at [https://newscenter.sdsu.edu/sdsu\\_newscenter/news\\_story.aspx?sid=78660](https://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=78660)

# MAC MEMBER NEWS



Denetra Walker  
Doctoral Scholar, UofSC going to UGA in Fall  
2022

**Denetra Walker** co-authored "How Race and Gender Impact the Perceived Objectivity of Broadcast Women of Color on Twitter" with Kelli Boling, and was published in *Social Media + Society* - December of 2021.

In February and March 2022, Denetra published two papers: "Black maternal mortality in the media: How journalists cover a deadly racial disparity" in *Journalism* with Boling and "Through Our Prism': Black Television Sports Journalists' Work Experiences and Interactions with Black Athletes" in *Journalism Practice* with Kevin Hull, M. Romney, and K. Pellizzaro. Both papers also received top paper honors in AEJMC MAC Division in 2020.

Denetra successfully defended her dissertation "Gatekeeping Blackness": The Roles, Relationships, and Pressures of Black Television Journalists at a Time of Racial Reckoning. Fall 2022. She will be joining the Journalism faculty as an Assistant Professor at the University of Georgia in Fall 2022.

## STAY CONNTECTED WITH US



[@MacAejmc](https://twitter.com/MacAejmc)



[@mac.aejmc](https://www.facebook.com/mac.aejmc)



<https://www.mediadiversityforum.lsu.edu/MAC/>



# 2022 MIDWINTER AEJMC CONFERENCE HIGHLIGHTS

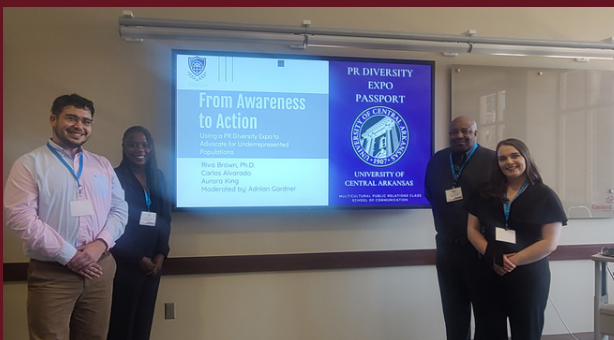


Image from AEJMC Mid-Winter Conference Panel Session: Executing a pedagogy of pain: Techniques from teaching in Tulsa

Image from AEJMC Mid-Winter Conference Panel Session: Extending understanding of the press across communities: The Black press and the Black diaspora, a focus on the Chicano community in the press, and press protections in the tribal press



Image from AEJMC Mid-Winter Conference Panel Session: From awareness to action: Using a PR diversity expo to advocate for underrepresented populations



"Wrapping up the 2022 #aejmcmw Conference with research buddies."

Tweeted: Dr. Mia Moody-Ramirez  
MAC membership chair



# MAC LEADERSHIP 2021-2022



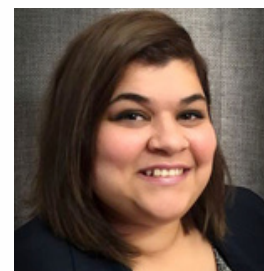
**Head**  
Sydney Dillard  
DePaul University  
sdillard2@depaul.edu



**Vice-Head**  
Danielle Brown  
University of Minnesota  
dkilgo@umn.edu



**Secretary**  
Angie Chuang  
University of Colorado Boulder  
Angie.Chuang@colorado.edu



**Faculty Research Chair**  
Maria DeMoya  
DePaul University  
mdemoyat@umn.edu



**Webmaster**  
Masudul (Mas) Biswas  
Loyola University  
mkbiswas@loyola.edu



**MidWinter Research Chair**  
Leticia Williams  
Howard University  
leticia.williams12@howard.edu



**PF&R Chair**  
Keonte Coleman  
Middle Tennessee State University  
Keonte.Coleman@mtsu.edu



**Teaching Chair**  
Calvin Hall  
North Carolina Central University  
Calvin.Hall@nccu.edu



**Graduate Student Liaison**  
Aija Meux  
University of Oklahoma  
ajameux@ou.edu



**Mentoring Co-Chairs**  
Kathleen McElroy  
University of Texas at Austin  
kathleen.mcelroy@austin.utexas.edu



**Mentoring Co-Chairs**  
Miya Williams Fayne  
California State University-Fullerton  
mwilliamsfayne@fullerton.edu



**Membership Chair**  
Mia Moody-Ramirez  
Baylor University  
Mia\_Moody@baylor.edu



**Grants Chair**  
Vanessa Bravo  
Elon University  
vbravo@elon.edu



**Social Media Coordinator**  
Denetra Walker  
University of South Carolina  
denetra@email.sc.edu



**Newsletter Editor**  
Miriam Hernandez  
CSU Dominguez Hills  
mihernandez@csudh.edu