

2015-2016 Annual Report

Minorities and Communication (MAC) Division Association for Education in Journalism and Mass Communication

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1. MAC 2015-2016 Officers

Position	Name	University	E-mail	Contact #
Head	Masudul Biswas	Loyola Maryland	mkbiswas@loyola.edu	740-707-8396
Vice-Head	Josh Grimm	Louisiana State	Jgrimm@lsu.edu	614-738-8061
2 nd Vice-Head	Felecia Ross	Ohio State	ross.256@osu.edu	N/A
Faculty Research	Mia Moody	Baylor	Mia_Moody@Baylor.edu	254-652-6972
Student Research	Riva Brown	Central Arkansas	rrbrown@uca.edu	601-672-8946
Midwinter Coordinator	George Daniels	Alabama	gdaniels@ua.edu	205-348-8618
PF&R	Diane Francis	North Carolina	dbfranci@email.unc.edu	N/A
Teaching Standards	Victoria LaPoe	Western Kentucky	victoria.lapoe@wku.edu	270-745-2063
Newsletter	Benjamin LaPoe	Western Kentucky	benjamin.lapoe@wku.edu	270-745-5841
Faculty Liaison	Carolyn Brown	American	cbrown@american.edu	551-208-7949
Graduate Liaison & Social Media Coordinator	Danielle Kilgo	Texas-Austin	daniellekilgo@utexas.edu	N/A
Membership Coordinator	Meta Carstarphen	Oklahoma	mcarstarphen@ou.edu	405-325-5227
Membership Coordinator	E-K Daufin	Alabama State	ekdaufin@alasu.edu	334-229-6885

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2. Demographic information

Year: 2015-2016	Officers	Annual Conference Sessions				Mid-Year Meetings				Total
		Paper Judges	Panelists	Moderators	Discussants	Paper Judges	Panelists	Moderators	Discussants	
Female (tot.)	9	26	27	4	3	N/A	21	4	1	95
Amer. Indian/ Alaska Native		1	2	1	1					5
Asian		1	1							2
Black/ African American	7	12	11	2	2		14	4	1	53
Hispanic/ Latino	1	3	3	1						8
International										
Native Hawaiian/ Pacific Is.	1									1
White		8	10	2			5			25
Multi-racial		1								1

Male (tot.)	4	9	9	0	2	N/A	8	1	2	35
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Amer. Indian/ Alaska Native										
Asian							2			2
Black/ African American	1	1	4				3		1	10
Hispanic/ Latino			1				1			2
International	1	2	1		1					5
Native Hawaiian/ Pacific Is.										
White	2	6	3	1	1		2	1	1	18
Multi-racial										
Did not report							2			2
Total:	13	35	36	4	5	N/A	29	5	3	130

*An estimation is included in some columns as research chairs or midwinter chair was not sure of participants' identified identities.

- Please provide an overall statement weighting the division or interest group's activities for this year in the Research, Teaching and PF&R areas. The new assessment process recognizes that the relative weighting of these three activities will be different from year to year, but over the five-year reporting period, the three areas should receive generally balanced attention.**

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The MAC Division's activities for 2015-16 continued to span the areas of research, teaching and professional freedom and responsibility. For the 2016 conference, MAC's 10 joint-panel sessions consisted of three research, two teaching, three PF&R, one teaching-focused free-chip session (AEJMC is funding this session on building diversity in the academy) and one pre-conference workshop on teaching diversity online. This year's panels sessions were well distributed among three areas -- four teaching, three research and three PF&R sessions. Last year (2015), MAC Division's panel sessions were more skewed towards PF&R topics. This year we MAC was the lead sponsor for four panels, including the pre-conference workshop and free-chip session, in which the Cultural and Critical Studies Division, the Commission on the Status of Women, the Participatory Journalism Interest Group, and the Scholastic Journalism Division were co-sponsors. We also co-sponsored the sessions by the Commission on the Status of Women (CSW), the Scholastic Journalism Division, International Communication Division, and Magazine Division.

In addition, during the convention, MAC, with the Scholastic Journalism Division, co-sponsored an annual award luncheon to honor individuals and/or organizations for their sustained diversity efforts in teaching and mentoring younger generations - future journalism professionals - and those in academia. This event reflects MAC's contributions to both teaching and PF&R (racial, gender and cultural inclusiveness). Outside the convention, in the research area, the MAC Division participated in the AEJMC Midwinter Conference at the Gaylord College of Journalism and Mass Communication at the University of Oklahoma. Moreover, our officers and members participated in a number of activities and garnered awards that helped further the division's goals and bring distinction to the MAC division.

4. Please write a bullet-point statement (500-word maximum), to be co-authored by the outgoing and incoming Heads, addressing:

Annually, we reinforce the ultimate goal of the MAC division, which is to promote the relationship between ethnic minorities and mass communication in the intersection of other identities through research, teaching and professional freedom and responsibility. This goal remains the same from the founding of our division in the early 1970s to the present. Priorities for 2015-2016 link directly to this goal and are accountable, sustainable and demonstrate the importance of our mission. In addition, the list below embraces and carries forward some items from the previous year.

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Priorities for 2015-2016 and ongoing Priorities

- Promote an inclusive division with a diversity of members and officers dedicated to exploring issues about racial/ethnic minorities and mass communication in the intersection of other social identities (such as gender, culture, religion, sexual orientation, class and the such).
- Maintain a partnership with an established journal (The Howard Journal of Communications) on the issues of race, ethnicity and culture in communication, while the division is actively considering the launching of a peer-reviewed journal issues on diversity in media and communication.
- Advance and strengthen communication between members by encouraging them to utilize MAC's online devices (e.g., Website, Facebook, Twitter, Instagram and newsletter) as well as the listserv.
- Undertake an initiative to recruit more graduate students and retain graduate students so that the MAC Division can increase the number of graduate student membership.
- Continue cultivating Minority Outreach efforts, expanding to other underrepresented groups.
- Continue recruiting MAC members to serve in AEJMC leadership positions with a focus on providing members with information, election strategies and support so that they can position themselves for successful candidacy.
- Initiate the process of creating mentorship program for junior scholars.
- Increase the number of convention paper submissions, particularly from HBCUs and HSIs.
- Increase teaching activities year round.

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Progress made during 2015-2016 on new and ongoing priorities:

Promote an inclusive division with a diversity of members and officers.

- This year, MAC's membership included one of its most diverse as relates to racial and ethnic makeup, including international members. While our membership numbers did not increase significantly, the diversity of our membership did grow, including our leadership. Our 14-member executive board is one of the most racially diverse among AEJMC divisions, as it includes male and female officers who are African American, Native American, White, International, and Latino/Hispanic. In addition, the division continues its commitment to an inclusive membership, attracting a variety of members from various backgrounds.

Maintaining partnership with the Howard Journal of Communications.

- In October 2014, the *Howard Journal of Communications* published the MAC Division's first special issue, edited by Dr. Kenneth Campbell of the University of South Carolina. This was a great milestone, as the division membership had discussed the idea of having a MAC journal for many years. In 2015 - 2016, the MAC Division had maintained its partnership with the Howard Journal of Communications and through its website and division's list serv and social media pages, the division leadership encouraged members to submit research papers to the special issue of *Howard Journal of Communications* in spring 2016. This special issue is about "the Barack Obama Presidency."

Undertake an initiative to increase graduate student membership.

- The MAC Division has developed a three-year plan to increase graduate student membership. The initiative includes -- 1) offering free MAC membership to maximum 10 new students (who are also AEJMC members) over next three years (2016 - 2017 through 2018 - 2019), 2) offering free MAC membership to the winner of Lionel C. Barrow Minority Doctoral Student Scholarship, 3) reducing membership free for graduate students from 15 dollars to somewhere between 5 - 10 dollars from 2016 - 2017, 4) highlighting the work of graduate student members through the Division's social media pages, website and newsletter, and 5) sharing testimonials from graduate student members about the division through the division's social media pages, website and newsletter.

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Strengthen communication between members by reviving the newsletter and using the listserv and website.

- Thanks to MAC's Webmaster, Graduate Student Liaison & Social Media Coordinator, Newsletter Editor, and the MAC listserv coordinators, the division has currently six communication tools that MAC members and non-members can use. As of June 9, 2016, we produced a fall/winter issue of MAC Division's newsletter [Appendix B]. Our newsletter editor is currently working on the summer issue of the newsletter. Furthermore, the Division appeared on Instagram and Twitter this year.

Increase teaching activities year round.

- MAC Division is sponsoring or co-sponsoring more teaching panels this year than last year. Last year, MAC division sponsored or co-sponsored two teaching panels. One of the four panels include pre-conference teaching workshop on online teaching of a diversity class, an AEJMC-sponsored free-chip panel on "Fault Lines: Building Diverse and Inclusive Academies."

Initiate the process of creating mentorship program for junior scholars.

- This year, the MAC Division has begun the process of creating mentorship program for junior scholars interested in diversity and media/communication. The plan is to pair a junior faculty or a doctoral student with a senior faculty [who will also be a MAC member] under this mentorship program.

Goal(s) not met this year:

- Increase the number of convention paper submissions, particularly from HBCUs and HSIs.

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RESEARCH:

Each Division/Interest Group is assessed based on diversity in participation and programming. A primary goal of the Research Committee is to enhance the scholarly activities of AEJMC.

Questions 5 through 8 apply ONLY to refereed research competitions.

5. Number of faculty research paper submissions **24**; number of acceptances **12; 50%**. (overall research activity; please note the Research Committee guideline is a 50% acceptance rate).

6. Number of student research paper submissions **12**; number of acceptances **6; 50%**. (research activity with students; please note the Research Committee guideline is a 50% acceptance rate).

7. Overview of judging process (forms used, please attach). We used the standard form available on the All-Academic website. We considered the reviewers' expertise while assigning the papers. The judging form used for the Midwinter Conference is attached.

8. Total # of judges: **36 in student and faculty paper competition; 2-3** papers per judge.

9. Did your group conduct any other type of refereed competition? (Could be creative projects, teaching papers or any other non-traditional method of inquiry.)

- Yes. We participated in AEJMC Midwinter Conference at Gaylord College of Journalism and Mass Communication at the University of Oklahoma.
- Number of submissions **16**; Number of acceptances 14 (only 11 of those papers were programmed since authors of three accepted papers were unable to attend and present their research).

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- The midwinter coordinator facilitated a research paper abstract competition. Judges reviewed the proposals based on the attached scoring sheet, which allowed them to rate the abstracts based on their purpose, methods, topics, writing and relevance to the MAC Division. The coordinator calculated the judges' scores and made an acceptance/rejection decision based on those. The session titles were:
 - Exploring race and ethnicity in online media outlets
 - Revisiting the status quo for race on college campus: Student and faculty voices
 - Researching the black and Hispanic press
 - OU-Unheard: Race and community 1 year later
 - African American images in the media

10. Please list your in-convention activities related to research.

The MAC Division sponsored four refereed research sessions, including four paper sessions and one poster session. The MAC Division was also the co-sponsor of three research panels with various interest groups and divisions. The three refereed paper sessions focused on the following topics:

- The Intersection of Power, Politics and Race the 21st Century
 - The Dynamics of Social Media, Race and Social Movements
 - Media, Trust and the Proliferation of Racial Disparities
 - Presenters in MAC's top paper session focused on various issues including using media literacy to counter stereotypical images of Blacks and Latinos, the Black Lives Matter Movement and racial representation across media platforms.
 - The poster session was in one of the Scholar-to-Scholar sessions in which papers examined the relationship between the media and people of color on various issues.
-
- The MAC Division is co-sponsoring a research panel with the Participatory Journalism Interest Group titled, "Native Media and Web 3.0—Are We Interactive Yet?" This panel will present research about the current and emerging uses of new media in Indian country. The objectives will be to provide data and analysis about specific uses of technology and media in

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Indian country, and to lend historical, critical and cultural contexts to the challenges and opportunities for those who want to understand Indian media use and/or who want to partner with Indian communities strategically on media projects.

- The MAC Division is co-sponsoring a research panel with the Critical Cultural Studies Division titled, “Race, Terror and Religion: Researching and Teaching About Violence and Identity in the 21st Century.” The panel features individuals sharing their current research on how marginalized religious and racial identities are communicated in 2015 (such as the #IStandWithAhmed case), and will also discuss strategies for more effective public engagement on these issues.
- The MAC Division is co-sponsoring a research panel with the Commission on the Status of Women titled, “Transgressive Girls, Mothers, and Feminists: Transformations Through Social Media.” This panel offers empirical data and critical analysis regarding how feminists strategically use blogs and social media such as Twitter, Facebook, Pinterest and Tumblr to introduce feminist ideas, values, and politics into mainstream public discourse. Panelists consider whether and how these new communication platforms enable circulation of transgressive positions and counter-narratives that women can use to resist or subvert gender norms, while exploring the role race/ethnicity plays in these narratives and positions.
- The MAC Division is co-sponsoring a research panel with the International Communication Division titled, “The Race for the White House: New Research Models and Studies on Latinos and Latin Americans, News Media, and the 2016 U.S. Presidential Election.” The panel discusses and debates the inter-play between politicians, news media and Latino voters during in the 2016 election campaign. Panelists will discuss a variety of research methodologies, including content analysis of Spanish and English language media and focus groups, that they utilize to study and answer questions about the 2016 presidential election campaigns.

11. Please list your out-of-convention activities related to research.

- Recruited research paper competition judges for annual conference and midwinter conference
- Participated in the AEJMC Midwinter Conference at Gaylord College of Journalism and Mass Communication at the

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University of Oklahoma.

- Encouraged MAC members to participate in AEJMC's National News Engagement Day, International Regional Conference and other colloquia.

12. Please describe briefly the research goals and activities of your division. Such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities.

- The MAC Division encourages research on diversity and communication, particularly issues and topics that are salient and relevant to historically underrepresented and marginalized populations. This was especially salient in the past years, as issues of race, gender, and sexuality were prominently covered by news media.
- MAC provides monetary awards for the top three faculty research papers and top three student papers. In addition, the authors of the top four student papers had their registration fees waived by AEJMC.
- The MAC division, along with the Commission on the Status of Minorities, administers the Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education.
- The MAC division contributes monetarily and through judging to the Lionel C. Barrow Jr. Minority Doctoral Student Scholarship Award, sponsored by the Communication Theory and Methodology Division.
- The MAC division regularly features members' research accomplishments in its newsletters.
- MAC Division members are encouraged to contribute their relevant research articles to the Howard Journal of Communications since the division maintains a partnership with this journal. The journal has already published one special issue [Oct. - Dec. 2014, 25 (4)] with the top papers, initially accepted for presentation in the MAC Division's sessions of AEJMC conventions.
- Since 2014, MAC Division has partnered with the International Communication Division (ICD) for Latino/Latin American Communication Research Award (LARA). As part of this partnership, MAC Division shares accepted papers for AEJMC convention -- that are focused on Latino/Latin American issues -- with the ICD for the LARA competition.

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TEACHING:

It is in the interest of the students we are training to be taught by faculty and led by administrators who have given thoughtful consideration to excellence in curricular matters, course content, teaching methods and teaching performance. To this end, the Teaching Standards Committee of AEJMC urges divisions and interest groups to include activities concerning curriculum, leadership, course content and teaching methods, and assessment.

13. Please list your in-convention activities related to teaching. Describe how these activities fulfill one or more of the Teaching Standards Committee's focus on curriculum, leadership, course content and teaching methods, or assessment.

- The MAC Division is co-sponsoring a teaching panel with the Commission on the Status of Women titled, "From Trigger Warnings to Testing Tolerance: Creating Classrooms that Support and Encourage Student Engagement with Controversial Topics." This panel discusses topics ranging from handling students who actively resist or negate discussions about inequality, to addressing mental health issues in the classroom, to using social media to address race, gender and power in the media. The unifying question for this panel is, "In what ways can professors create a classroom where students engage with controversial material and complex topics, such as race, class, gender, sexuality, and disability, without coddling students or allowing them to dodge tough questions?"
- The MAC Division is co-sponsoring a teaching panel with the Scholastic Journalism Division titled, "J-School Programs Are Speaking a New Language: Spanish." This panel focuses on the need for bilingual journalism training, the challenges involved with starting, sustaining and growing a program, and how classes and projects are developed.
- The MAC Division is co-sponsoring a pre-conference teaching panel with the Commission on the Status of Women titled, "Teaching Online Media & Diversity Classes: Pitfalls and Unique Opportunities." This panel focuses on the unique challenges of online courses. Some instructors also have noted that teaching media and diversity classes totally online has its own set of challenges and rewards, often distinct from the face-to-face class setting. This panel explores those issues.

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14. Please list your out-of-convention activities related to teaching. Describe how these activities fulfill one or more of the Teaching Standards Committee's focus on curriculum, leadership, course content and teaching methods, or assessment.

- Two MAC Division members – Masudul Biswas and Ralph Izard – along with a London-based “media skills” expert had initiated a cross-country study to analyze how diversity topics are taught and how diversity skills are assessed in journalism and communication programs in three multicultural societies, including U.S. This gives focus to *Curriculum and Teaching Methods*.
- Victoria LaPoe, division’s teaching standard chair, discussed how to address diversity and inclusivity within a range of academic audiences such as students, faculty, and staff at Western Kentucky University and through online forums (such as LinkedIn); she specifically address issues within a non-diverse academic body. LaPoe also wrote about topics affecting Native Americans such as a Washington Post poll, which did not have a sound scientific methodology. LaPoe discussed how it is important for both academics and professionals to understand each other and the “chicken and egg” relationship between research and reporting; professionals need to have an understanding of research and researchers need to understand norms and routines, so they can help assist with training sound future reporters. This reflects the Teaching Standard Committee’s focus on *Curriculum and teaching methods*.
- MAC has continued its *Minority Outreach Project* this year, where Liaison Officers continued to reach out to a list of contacts at HBCUs, HSIs and other universities to encourage the faculty and graduate students to join MAC. This fulfills the focus on *Leadership*.

15. Please describe briefly the Teaching goals and activities of your division. Such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities.

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- As the division commits to each year, the primary teaching objectives and activities of the MAC Division focus on teaching and learning experiences for faculty and students of color, attempting to enhance their knowledge/skills required for excellence in teaching and learning. The division's in-conference activities address the unique challenges faculty of color confront in the classrooms, including dealing with online tools in teaching diversity topics. For example, in 2016 convention, MAC Division is the lead sponsor of a pre-conference teaching workshop on "Teaching Online Media and Diversity Classes: Pitfalls and Unique Opportunities."
- The division's goals also focus on assisting journalists of color who are leaving the profession to enter the classroom and newly-minted Ph.D. graduates of color and sharing strategies for making the transitions, including navigating the tenure process as well as leadership roles. The division's goals also focus on helping mid-career faculty of color navigate their positions.
- The MAC Division continues to provide sessions that enhance educators' ability to present course content in culturally-sensitive ways. Over the years MAC's sessions have included strategies for making sure course content includes the contributions of people of color. This year MAC Division is the lead sponsor of a teaching session where the panelists are planned to discuss the application of Maynard Institute's "Fault Lines" concept in building diverse and inclusive academics.

Another teaching panel is also focusing on a language issue. The MAC Division is co-sponsoring a panel on Spanish language and journalism programs.

- MAC also provides financial support and judging for the Communication Theory and Methodology Division's Lionel C. Barrow Minority Doctoral Student Scholarship. This award acknowledges student achievement in teaching, research and service, and encourages and recognizes talent for future faculty members.

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PF&R:

Each year the PF&R Committee expects some programming both during the convention and between conventions in at least three of the five PF&R areas to meet minimal expectation. Over a period of a few years, divisions and interest groups should have activities in all five areas. A few activities of high quality are preferred and evidence that helps assess quality is helpful.

It is important to fully explain the division or interest group's role in organizing a session or panel. Suggested notations: division planned, division was primary or secondary sponsor, division sent out a special paper call on the topic, division provided names for panelists, etc.

16. Please list your in-convention activities related to PF&R. Describe how these activities fulfill one or more of the PF&R Committee's focus on free expression, ethics, media criticism & accountability, racial, gender and cultural inclusiveness, or public service. Include a list of non-member invited convention speakers with names and affiliations.

- The MAC Division is co-sponsoring a PF&R panel with the Electronic News Division titled, "The Rhetoric of Riot: Coverage of Baltimore and Questions about Our Professional Practices." This panel focuses on the visual and verbal choices the media make when covering protests, especially the rhetorical turn from protest to riot. When (and how) do we, as journalists, shift that frame? And how might that impact the message those participants are trying to communicate? It achieves the PF&R goals of freedom of expression, ethics, media criticism accountability and racial, gender and cultural inclusiveness.
- The MAC Division is also co-sponsoring a PF&R panel with the Magazine Division titled, "Why Mag Staffs Don't Look Like America and What to Do About It." This panel examines the importance of diversity in magazine outlets, which is an important issue that is rarely discussed in a forum like this. It achieves the PF&R goals of media criticism accountability and racial, gender and cultural inclusiveness.

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17. Please list your out-of-convention activities related to PF&R. Describe how these activities fulfill one or more of the PF&R Committee's focus on free expression, ethics, media criticism & accountability, racial, gender and cultural inclusiveness, or public service.

- MAC distinguished member and former head Federico Subervi conducted an audience study for a non-profit community radio station—Radio Vieques—in Puerto Rico. It is the first assessment of its kind for that station. Radio Vieques has been emerging as a voice for the folks of that Island/town, whose people are still struggling to overcome the ravages of the US Navy & Marines' use of two-thirds of the land for military exercises. This includes PF&R goals of *cultural inclusiveness and public service*.
- MAC along with the Commission on the Status of Minorities issued a letter of support for Mayborn School of Journalism Dean Dorothy Bland at University of North Texas since Dean Bland received reactionary comments for her opinion article, "I Was Caught 'Walking While Black,'" published in *The Dallas Morning News*. In our letter we strongly condemned the move and online petition to remove Dorothy Bland from the Dean's position for her opinion piece on *The Dallas Morning News*. This action of MAC Division reflects the PF&R goal of *free expression*.
- On March 11, 2016, a MAC Division member Jenny Korn live tweeted and shared videos from a political protest rally in Chicago that was organized around a progressive perspective and showing a different side to mainstream news media that promoted social justice of and by the racially-diverse protesters. This action of MAC Division member reflects the PF&R goal of *free expression*.
- MAC Division supported the AEJMC President statement in which the State of New York was urged to Reexamine Ethics Guidelines That Encroaches the First Amendment. This support falls in the scope of PF&R's goal of *ethics*.

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18. Please describe briefly PF&R goals and activities of your division. Such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities.

The MAC Division continues to participate in activities to fulfill the PF&R areas of free expression, media criticism & accountability, ethics, public service and racial, gender and cultural inclusiveness. Given the focus of our Division, ethnic and racial minorities, all of the division's activities have fulfilled the racial, gender and cultural inclusiveness areas. At the same time, this year's PF&R activities have also significantly addressed all of the five PF&R goals. The division's in-convention and out-of-convention activities have addressed the areas of free expression, media criticism & accountability, public service and ethics.

General Information:

19. Please attach copies of the newsletters sent by your group this year, and any other material you wish us to note.

The MAC Division currently has five online assets, one listserv and one research archive.

- Website: <http://www.mediadiversityforum.lsu.edu/MAC/> (which was redesigned and updated several times throughout the year with division news, award information, call for papers and members' achievements). (maintained by MAC's Webmaster)
- Newsletter: electronically emailed to members and the stories are housed on our website: <http://www.mediadiversityforum.lsu.edu/MAC/> A copy of the Fall/Winter Newsletter and the Spring/Summer Newsletters are attached. (maintained by Newsletter Editor and Division Head)
- Facebook: <https://www.facebook.com/groups/mac.aejmc/> (maintained by MAC's Graduate Student Liaison & Social Media Coordinator)
- Twitter: <https://twitter.com/MacAejmc> (maintained by MAC's Graduate Student Liaison & Social Media Coordinator)

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- Instagram: <https://instagram.com/aejmcmac/> (maintained by MAC's Graduate Student Liaison & Social Media Coordinator)
- MAC listserv (for member discussions and announcements)::
<http://lists.ou.edu/cgi-bin/wa?A0=AEJMAC-L&X=3E12A6353B143D6059&Y> (maintained by MAC's/Listserv/Membership Coordinators)
- MAC Division's Graduate Liaison and Social Media Coordinator has created an online resource on Google Document where MAC members can go and add information about their latest publications and research articles. Link to the resource is:
<https://docs.google.com/document/d/1Lm5M1jyGWsZmPNZsCVbj9n4uBldpFqA17cacE2TqvP0/edit>

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Appendices:

Appendix A: Midwinter Conference Form (Next page)

Appendix B: MAC Fall/Winter Newsletter (Attached)

Note: Since MAC Division's 2016 summer newsletter is scheduled to be published in July 2016, it is not included with this report. But when the newsletter will be published online, the MAC Division head will forward the PDF version of the newsletter to AEJMC.

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Appendix A:

Minorities & Communication Division Abstract/Panel Review Form
Midwinter Conference 2016

Paper Title:
 Abstract #: _____
 Reviewer #: _____

Please evaluate the abstract/panel with the following statements in mind. Mark one number for each item.

	<i>Strongly Disagree</i>				<i>Strongly Agree</i>				<i>N/A</i>
1. Purpose of the research is clearly stated	1	2	3	4	5	6	7	8	
2. Choice of research method is appropriate	1	2	3	4	5	6	7	8	
3. The topic is important to the field	1	2	3	4	5	6	7	8	
4. The topic is relevant to the MAC Division	1	2	3	4	5	6	7	8	
5. Overall quality of abstract/panel is.....	<i>Poor</i>				<i>Excellent</i>				
	1	2	3	4	5	6	7		
What is your recommendation?									
<input type="checkbox"/> Definitely Accept <input type="checkbox"/> Accept if space permits <input type="checkbox"/> Reject									
Please make comments/suggestions below (write something, however brief).									

Thank you for serving as a reviewer!

Winter 2016



Newsletter

The DOROTHY BLAND CASE: SAME STORY, DIFFERENT PERSPECTIVES

By: Mia Moody-Ramirez, MAC Faculty Research Chair

In her Oct. 28, 2015, *Dallas Morning News* op-ed column titled, "I was caught 'walking while black,'" Dean Dorothy Bland explained her perceptions of a routine Saturday morning walk in a golf-course community in Corinth, Texas, when police officers stopped her and asked for an ID. The column sparked a heated debate on race, racial profiling, respect and perception.

"Like most African-Americans, I am familiar with the phrase, 'driving while black,' but was I really being stopped for walking on the street in my own neighborhood?" stated Bland who moved to Texas from Florida three years ago to accept a position as Dean of the Frank W. and Sue Mayborn School of Journalism and the Director for the Frank W. Mayborn Graduate Institute of Journalism at the University of North Texas. Bland is a member of the AEJMC MAC Division.

The case is particularly relevant as it occurred amidst other high-profile, race-related incidents in 2014 and 2015 such as the death's of Eric Gardner and Michael Brown (both killed by white police officers), and Sandra Bland (no relation), who died under mysterious circumstances while in police custody. Bland's column prompted a wide range of opinions and raised key points about racial profiling and people's perceptions of the incident.

During an interview for this article, Bland shared several important facts that she would like people to know about the incident. First, she noted there are good people everywhere, and her neighborhood is no exception.

"Many of my neighbors have made a point to welcome me to the neighborhood," she said in a telephone interview from her UNT office. "I have received roses from one neighbor. I have eaten dinner with several of my neighbors."

Bland added that she thinks it is always important to be respectful and safe. "I respect law enforcement officials, use neighborhood sidewalks and I think it is important for everyone to carry an ID," she said.

Issues such as respect and safety were

continued on pages 2 and 3

2015 AND AHEAD: SOME REFLECTIONS...

By: Masudul Biswas

Greetings, MACers! Hope you have had a great fall semester. At the end of 2015 (when I was writing this piece), I am going to reflect on couple of our key events this year, membership situation, and a reminder about the Howard Journal of Communications' upcoming special issue in 2016.

Hot Topic Panel: In the recent months, race relations has been a much-discussed topic.

Therefore, our division reconstituted an existing panel for the AEJMC's 2015 Convention in San Francisco into a "hot topic panel" to encourage a broader discussion on race relations around the media coverage of the Charleston Church Shooting and

the related events. We are thankful to the AEJMC's Council of Division since they allowed us to make this important change in the last moment of program scheduling.

During the convention, the panel members discussed how the media handled the shooting at a Charleston, SC church, the subsequent debate and removal of the Confederate flag from the South Carolina Statehouse grounds. They also discussed the roles of social media after Michael Brown's death in Ferguson, MO.

Overall, the panelists and the attendees triggered some great conversations. This panel was one of our well-attended sessions in the 2015 Convention. AEJMC's Cultural and Critical Studies Division co-sponsored our hot topic panel.

Observance of "Bloody Sunday": AEJMC and MAC Division members took their journalism students to Selma, AL in March, 2015 to participate in the activities organized in observance of the 50th anniversary of "Bloody Sunday." I would like to thank Dr. Frances Ward-Johnson, past head of the MAC Division, Dr. James Rada at Ithaca

and Dr. Marquita Smith at John Brown for sharing pictures with us from their trip to Selma. The pictures from the trip to Selma are available on the MAC Division's website (<http://www.mediadiversityforum.lsu.edu/MAC/bloody-sunday.html>).

Membership Situation: Our membership has declined in the third quarter of the year. As of September 30, 2015, we had 143 members. It is a decrease from the second-quarter figure that we had shared during our business meeting in San Francisco in August. In the second quarter of 2015, we had members some-

where between 165 and 170. Perhaps some past members did not renew their membership and we could not attract many new members to our division.

My goal in the upcoming months will be to work with our faculty and graduate student liaisons to work on some communication campaigns/activities with a goal to recruiting more student and faculty

members. In the next business meeting in Minneapolis, MN, we will have to seriously reconsider the proposal of different fee structure for students and faculty.

Howard Journal's Special Issue: Since Barack Obama's presidency is coming to an end in 2016, the Howard Journal of Communications will publish a special issue on "Obama's America" in 2016. The deadline for submission to this special issue is February 28, 2016. More submission information for this issue is available on our website (<http://www.mediadiversityforum.lsu.edu/MAC/howard-journal-special-issue-on-obama.pdf>). Hope some of you will consider submitting your relevant original research for the journal's special issue.

When this newsletter will be published and shared, we might be at the dawn of 2016 or the end of 2015. On behalf of the MAC leadership, I would like to wish you all a great success in 2016. Happy New Year, MACers!



Bland continued from page 1

addressed in a rebuttal column from Corinth Police Chief Debra Walthall, which ran the same day in the *Dallas Morning News*. Walthall noted that the police encounter was about Bland's safety, not her race. She added:

"My officers, a field training officer and his recruit, observed Ms. Bland walking in the roadway wearing earbuds and unaware that there was a pickup truck directly behind her that had to almost come to a complete stop to avoid hitting her. The driver of the truck looked at the officers as they passed and held his hands in the air, which implied 'aren't you going to do something about this?'"

Walthall's column includes a copy of the police dashboard video that shows footage of the incident during which two white officers suggested Bland face traffic when she is walking down a street with no sidewalks. Walthall invited readers to review the video to decide if they agree that the officers' intent was simply to keep her safe.

The police chief added that she had reached out to Bland, but the dean had not returned her calls. In response to this claim, Bland indicated that Walthall did not have the correct telephone number when she tried to contact her. The two, in fact, connected following the publication of the columns.

"I called her after I read her column and we had a discussion about the incident," Bland said.

Reactions from Detractors

Responses from Bland's critics have ranged from an all-out campaign to remove her from her position as dean to comments about the validity of her claim that she was racially profiled. Individuals have also used the incident to share insensitive comments about African Americans in general or to imply that Bland is not competent or deserving of her prominent position as a dean at a university.

Another opinion that surfaced was the idea that Bland "cried wolf" and did not actually experience racial profiling. In a blog entry titled, "Crying Wolf: People Who Lie Like Dorothy Bland Hurt Race Relations," the author, Isak Lee, states "Bland got caught doing something wrong."

Lee continues: "Invoking Trayvon Martin, guns, and the white police officers' size is clearly meant to convey a sense of danger. Interestingly, she didn't remember getting a 'decent answer' for her question. Additionally, she portrayed the cops as being insulting."

The writer adds that Bland's intention is to convey a palpable sense of fear and danger by the implied threats of these white cops:



"Although I am not related to Sandra Bland, I thought about her, Freddie Gray and the dozens of others who have died while in police custody. For safety's sake, I posted the photo of the officers on Facebook, and within hours, more than 100 Facebook friends spread the news from New York to California."

Patrick Williams, of the *Dallas Observer*, delivers a look at both sides of the issue in his article titled, "Was UNT's Dorothy Bland Really Racially Profiled? Good Question. Too Bad She Didn't Ask It."

The writer states, "Can you read her column and come to the conclusion she is a terrible race-baiter? If you want, sure. Everyone's entitled to his own opinion, but that's the sort of lazy, shallow, self-serving faux analysis that right-wing websites—and some really heinous

white power ones—have undertaken in their vicious attacks on Bland."

Williams offers that Bland's "error" is that she didn't deal with that point in her column, didn't put a little more thought behind her words. Her sin is that she tried to excuse that failure with one of the weakest rationalizations in the "Book of Bad Journalism."

"If she had stopped to examine her reaction and consider the viewpoints of others—if she had taken the Rorschach test herself—she might have explored the better question: Why did she feel profiled when so many others think she wasn't? Instead, she left that to others, after she introduced more shallowness into an important debate. At least mentioning the video in her column—assuming she watched it before she read it—would have been a good start."

Bland noted that she had not watched the video when she wrote the column. She watched the video when the two columns ran in the *Dallas Morning News*.

One of Bland's more determined critics, a person who refers to himself as Tyler T, posted a petition on Change.org titled, Remove Dorothy Bland as UNT Dean of Journalism. Tyler T's call to action included with the petition encouraged students at the University of North Texas to "sign this petition as a call to action to remove Ms. Bland as Dean of the Journalism program at the request of the student body due to her poor display of journalistic abilities and integrity and her severe misrepresentation of the UNT student body by publishing a highly publicized and unwarranted opinion piece in the *Dallas Morning News*."

The petition highlights excerpts from Bland's op-ed piece and states, "While Ms.

Although I am not related to Sandra Bland, I thought about her, Freddie Gray and the dozens of others who have died while in police custody.

Bland is entitled the right to her opinion and publishing such editorials, it is unfortunate that she has subsequently garnered negative

attention to the University of North Texas, especially the Mayborn School of Journalism and its large student body."

It included this excerpt: "Ms. Bland's journalism does not align with the core values and ideas that the Mayborn School teaches, among those include Journalism Ethics and Standards [truthfulness, accuracy, objectivity, impartiality, fairness, and public accountability] none of which are in accordance with the video provided by the Corinth Police Department that is attached to the article."

The petition, addressed to Office of the President at the University of North Texas at Denton, had more than 4,700 signatures at the time this article was written.

Similar Incidents

Bland was reminded by one of her former students that she is now in the company of Henry Louis Gates and others with the same experience. The most well known incident of racial profiling of a college professor occurred in 2009, when Gates, one of the nation's pre-eminent black scholars,

Bland continued on page 3



Diane B. Francis, PF&R Chair, Minorities and Communications Division, Ph.D. Candidate, Roy H. Park Fellow, Pre-Doctoral Fellow, Center for Regulatory Research on Tobacco Communications, School of Media and Jour-

#BLACKONCAMPUS: THREE THINGS TO CONSIDER FOR THOSE ADVISING MINORITY STUDENT ORGANIZATIONS

By: Diane B. Francis

Experiences of racism and microaggressions on campus are nothing new for students and faculty of color. This year students of color across the country not only stood with 'Mizzou' on social media, they also took their demands directly to university leaders. Following similar events at other campuses, UNC Chapel Hill convened a Town Hall on Race and Inclusion on November 19, 2015 to hear students' concerns about racism on campus. For those advising students and minority student organizations, here are three things I took away from that meeting:

Gather information. Encourage students to learn as much as they can about the people who will be attending the various race-related meetings and discussions now taking place on campus. While it's important to have a central message, how students deliver that message should be tailored to each target audience. A joint meeting with students, faculty, staff, alumni, and university leaders may require different tactics from one with only university leaders or only students.

State your demands in a clear, concise language. Students usually have a list of demands that they would like each university to consider. That list of demands has to serve multiple purposes: To educate, remind, show solidarity, show commitment to a cause, show that you are not invisible on campus, demonstrate leadership. If students want university leaders to seriously hear their demands, in my opinion, they need to know what they want and be able to state those demands clearly and concisely.

Be respectful and mindful of others. Many students have experienced racism and microaggressions on campus, and they may not be part of a formal student group. Their voices deserve to be heard. To get the change we all want—to eradicate racist structures that persist on campuses—it is important to acknowledge the full scope of students' experiences.

Bland continued from page 2

was arrested by police officers accused of racial profiling. Gates is the director of Harvard's W.E.B. Du Bois Institute for African and African American Research.

An article by Melissa Trujillo in the *Huffington Post* describes what happened when Gates was arrested at his own home. Police officers were responding to a call about "two black males" breaking into a home near Harvard University when they arrested Gates who had forced his way through the front door because it was jammed, his lawyer said. Cambridge police said they were responding to a call at the the well-maintained two-story home after a woman reported seeing "two black males with backpacks on the porch," with one "wedging his shoulder into the door as if he was trying to force entry."

One police officer stated that Gates refused to come outside to speak with an officer, who told him he was investigating a report of a break-in. "Why, because I'm a black man in America?" Gates said, according to a police report.

In a more recent case, Steve Locke, an assistant professor at the Massachusetts College of Art and Design, describes a situation during which he was racially profiled on Dec. 5, 2015. Locke explained in his blog titled, "art and everything after," that he was wearing his faculty ID around his neck, clearly visible with his photo.

"I fit the description.... On my way to get a burrito before work, I was detained by the police. 'Hey my man,' he said. He unsnapped the holster of his gun. I took my hands out of my pockets."

Each of these three cases contain different circumstances, yet they include a similar thread, African American college professors who assert that they were racially profiled in their own neighborhoods. In each case, one might argue that the police officers were just doing their jobs, or it is just the individual's perception that he or she was profiled.

A statement from the University of North Texas on the Bland case includes this excerpt:

"It is important to keep in mind that Dorothy Bland is recounting her personal perception of an interaction she had while she was on a walk in her neighborhood and on her personal time.... That said, among UNT's greatest assets is the collective diversity of thought at this university, our willingness to respect and examine differing perceptions and viewpoints, and our ability to engage in constructive dialogue in a civil manner.

Following the publishing of her op-ed piece, Bland told the Denton Record-Chronicle, "I wrote the column to share my perception of my experience. This happened to me. It was my opinion. I respect law enforcement and respect they have a difficult job."

The most important take away from these incidents is they have opened the line of communication and they illustrate that no one is exempt. Racial profiling is alive and well and it can happen to any person of color regardless of his or her social standing.

As Bland aptly stated in her op-ed piece, "The more often we talk and get to know people as humans, the stronger we will become as a nation. We are all part of the human race."

MAC PANELS

By: Josh Grimm

Each year, the Minorities and Communication Division works hard to bring intriguing, meaningful panels to AEJMC, and this year is no different. We have a number of exciting panels this year and, as usual, many other divisions and interest groups were looking to partner with us. As a result, we have arranged to co-sponsor the following panels:

Native Media and Web 3.0—Are We Interactive Yet?

Co-sponsored with the Participatory Journalism Interest Group, this research panel will present research about the current and emerging uses of new media in Indian country. The objectives will be to provide data and analysis about specific uses of technology and media in Indian country, and to lend historical, critical and cultural contexts to the challenges and opportunities for those who want to understand Indian media use and/or who want to partner with Indian communities strategically on media projects.

Race, Terror and Religion: Researching And Teaching about Violence and Identity in the 21st Century Co-sponsored with the Critical Cultural Studies Division, this research panel will feature individuals sharing their current research on how marginalized religious and racial identities are communicated in 2015 (such as the #IStandWithAhmed case), and will also discuss strategies for more effective public engagement on these issues.

Transgressive girls, mothers, and feminists: Transformations through Social Media Co-sponsored with the Commission on the Status of Women, this research panel would offer empirical data and critical analysis regarding how feminists strategically use blogs and social media such as Twitter, Facebook, Pinterest and Tumblr to introduce feminist ideas, values, and politics into mainstream public discourse. Panelists consider whether and how these new communication platforms enable circulation of transgressive positions and counter-narratives that women can use to resist or subvert gender norms, while exploring the

role race/ethnicity plays in these narratives and positions.

The Rhetoric of Riot: Coverage of Baltimore and Questions about Our Professional Practices

Co-sponsored with the Electronic News Division, this PF&R panel focuses especially on the visual and verbal choices the media make when covering protests, especially the rhetorical turn from protest to riot. When (and how) do we, as journalists, shift that



frame? And how might that impact the message those participants are trying to communicate?

From trigger warnings to testing tolerance: Creating classrooms that support and encourage student engagement with controversial topics

Co-sponsored with the Commission on the Status of Women, this teaching panel will discuss topics ranging from handling students who actively resist or negate discussions about inequality, to addressing mental health issues in the classroom, to using social media to address race, gender and power in the media. The unifying question for this panel is, "In what ways can professors create a classroom where students engage with controversial material and complex topics, such as race, class, gender, sexuality, and disability, without coddling students or allowing them to dodge tough questions?"

J-School Programs Are Speaking a New Language – Spanish

Co-sponsored with the Scholastic Journalism Division, this teaching panel will focus on the need for bilingual journalism training, the challenges involved with starting, sustaining and growing a program, and how classes and projects are developed.

The Race for the White House: New Research Models and Studies on Latinos and Latin Americans, News Media, and the 2016 U.S.

Presidential Election

Co-sponsored with the International Communication Division, members of this research panel discuss and debate the inter-play between politicians, news media and Latino voters during in the 2016 election campaign. Panelists will discuss a variety of research methodologies, including content analysis of Spanish and English language media and focus groups, that they utilize to study and answer questions about the 2016 presidential election campaigns.

Why Mag Staffs Don't Look Like

America and What to Do About It Co-sponsored with the Magazine Division, this PF&R panel examines the importance of diversity in magazine outlets, which is an important issue that is rarely discussed in a forum like this.

Title: Teaching Online Media & Diversity Classes: __Pitfalls and Unique Opportunities

Co-sponsored with the Commission on the Status of Women, this pre-conference teaching panel focuses on the unique challenges of online courses. Some instructors also have noted that teaching media and diversity classes totally online, has its own set of challenges and unique rewards, often distinct from the face-to-face class setting. This panel will explore those issues.

If you would like to be involved in any of these panels, please don't hesitate to email me: jgrimm@lsu.edu

FEDERICO SUBERVI, RETIRED FROM KENT STATE, BUT INDUSTRIOUS AS EVER

MAC Report

Although retired from teaching at Kent State University as of fall 2015, Federico Subervi has continued a very active academic life. He is still serving as advisor for three doctoral students at Kent State, and as co-advisor for a doctoral student at Howard University. In July directed the second Latino-oriented news literacy workshop, which took place at Roosevelt University in Chicago. This workshop was made possible thanks to Stony Brook University's Center for News Literacy and funds from the McCormick Foundation.

An active travel schedule continues to be the norm, too. In September Subervi was in Rio de Janeiro, where he was inducted into the Colégio Brazilianistas da Comunicação during the Brazilian Communication Studies Association annual conference. That month he also traveled to Orlando to serve as keynote lunch speaker at the Education Writers Association conference, and then to Washington, DC, to participate in the annual conference of Ford Foundation Fellows at which he was a presenter at two academic enhancement workshops. In October Subervi attended the AEJMC regional conference in Santiago, Chile, for which he organized and presented at a panel on international comparative perspectives on media and news literacy. While in Santiago, he delivered lectures at the Universidad del Desarrollo and the Universidad de Santiago. In November he traveled to his home country, Puerto Rico, to present a talk about communication and urbanism that was part of the seminar on international relations sponsored by the Center for the

Advanced Studies of Puerto Rico and the Caribbean. He completed that month with travel to Indonesia where he began exploring research on media and diversity in that country.

This year, Subervi's writing has also been productive. He completed, in collaboration with Vinicio Sinta (doctoral student, University of Texas)



two reports commissioned by the Communications Workers of America. One is titled "Muted and Missing Voices: Labor & Unions in National TV Network News"; the other "Latinos in TV network news 2008-2014: Still mostly invisible and problematic." Both these reports will be circulated by the CWA in late 2015 or early 2016. He also co-authored with Xavier Medina (University of Arkansas) an entry on "Latino Politics and the Media" for the Oxford Bibliographies in Latino Studies. In addition, two book chapters were written. The first titled "The State of Emergency Communications at a Time

of Population and Linguistic Shifts: A Case Study in Central Texas" for the forthcoming *The Routledge Companion to Latina/o Media*, edited by María Elena Cepeda, (Williams College) & Dolores Inés Casillas (University of Santa Barbara, California). The second titled "Do Spanish-Language Broadcast Media Serve a Changing America?" for the forthcoming book *The Communication Crisis in America, And How to Fix It*, edited by Lewis Friedland (University of Wisconsin) & Mark Lloyd (University of Southern California). His current research and next publications are focused on the media system of Puerto Rico.

Subervi's professional and community service continues very active as well. He is a cultural advisor for a PBS children's animated series. In addition, he serves as president of the newly established Association for Latino Media and Marketing Communication Research, secretary of the board of directors of the Latino Public Radio Consortium, chair of the

Ethnicity and Race in Communication Division of the International Communication Association, and is a member of the finance committee of AEJMC. For *Latinitas, Inc.*, a non-profit community organization that had its genesis in one of his classes at the University of Texas in 2002, Subervi regularly provides mentoring and guidance for the staff. He also offers inspirational talks about Latinos and media topics for students of the Hispanic Scholarship Consortium and community leaders of the Greater Austin Hispanic Chamber of Commerce.

MAC-CSM Joint Letter of Support To Dean Dorothy Bland

Dear Dean Dorothy Bland,

We hope this email message finds you well. We at the AEJMC's Minorities and Communication Division (MAC) and Commission on the Status of Minorities (CSM) are aware of the issues surrounding reaction to your *Dallas Morning News* op-ed column, "I was caught 'walking while black.'"

We wanted to inform you that we strongly condemn the move and online petition to remove you from the Dean's position of the Mayborn School of Journalism. We believe you have every right to express your perspective and feelings about the incident you encountered during your walk in your neighborhood on Oct. 24.

The AEJMC's Minorities and Communication Division (MAC) is committed to advancing research, teaching and professional freedom and responsibility scholarship and initiatives that explore the relationship between racial and ethnic minorities and mass communication. The Commission on the Status of Minorities (CSM) fights to advance the cause of historically underrepresented groups in media, academia and AEJMC.

MAC and CSM recognize the importance of leadership diversity in journalism and mass communication education. Therefore, we wish you much success as you continue to lead journalism and mass communication programs.

You have been a valued member of the Minorities and Communication Division and Commission on the Status of Minorities. We greatly appreciate your contribution to our division and commission.

Please let us know if we can be supportive to you in any way since the situation you have experienced and are experiencing is not an easy process.

Sincerely,

Officers of Minorities and Communication Division (2015 - 2016) and Officers of Commission on the Status of Minorities (2015 - 2016),
Association for Education in Journalism and Mass Communication.

DISCUSSING DIVERSITY

By: Victoria LaPoe

I often ask myself: "How do you discuss diversity with faculty and students?" The way I try to incorporate diversity is to not make it a week or a module or segment in a project. I believe it is about inclusivity in every assignment.

When I started my current job, students were not used to discussing topics related to diversity. I learned to ease some of them

into the content. My classes had a diverse population, but students seemed uncomfortable or unsure of what they could discuss. I had students, who had diverse backgrounds – the fastest growing population on campus is multicultural at Western Kentucky University – but who needed me to give them a green-light as a professor and say "yes, this is a safe environment to share your thoughts." This seemed to have an interesting influence on news assignments. See, I teach television and radio news reporting and producing. I noticed the more comfortable my students became about discussing diversity, the more inclusive they became in their news coverage. My performance class ended up winning first place in the regional Associate Press Awards for diversity and I have continued to see more diversity in coverage over the past year. I believe the diversity in coverage and began with the comfortability in class. I brought up diversity-related topics on multiple occasions. Sometimes I felt like I was going in a circle in classroom discussions through the entire semester when talking about inclusivity, but it seemed to work.

This is my third year at WKU. Since I have been here, I have helped my school update its diversity plan. I started a school-wide Native American Students Association. I also created and ushered a media diversity course through the process of being accepted as a general education course. Some things I have noticed about my experience: diversity is something that needs to be talked about and more than once. Diversity is a sticky subject. From my experience: in-groups feel uncomfortable when out-groups have events or talk about themselves and that uncomfortableness makes them feel "not okay," but it is okay.

The key is for people to be honest,

respectful, and have a conversation. Know not everyone will agree and that we should honor our differences. As a professor, I also had to realize that some that were in minority groups may support stereotypes unknowingly and so I needed to discuss the history and the roles "allowed" and what that means for the dominant ideology accepted today.

I can think of one example from my news discovery class when discussing how



reporters choose sound bites. I noted minority groups shouldn't be used for only "entertainment" comments after a sound-bite had gone viral showing a person in a stereotypical role, but that journalists need to be inclusive in

coverage and include all communities as part of their beat; not just visit communities when there is a "crisis" or an event going on that the mainstream press accepts.

In light of transparency, I have had a rough semester with diversity. I had a national speaker say at my campus that "No one cared about Indian" issues, when I asked her thoughts on the best way to discuss Tribal Law vs. Federal Law. I had to justify my media diversity course in ways I never thought I should. I had professors questions why the Native and African American Student Organizations felt that they needed to support a "not a costume" campaign, after racially charged costumes appeared on campuses in the past. I can say I have grown.

The best way I have found to tackle my own frustrations with people not understanding is to provide a safe environment and to allow opinions to be heard. From there, revisit and revisit again. I personally am not trying to change anyone's opinion, but I would like all of my students to understand that their opinion is the opinion from their experiences, but may not be the opinion of all. For example, with the "Culture is Not a Costume" campaign, I told my students I am not asking you and I won't force you to not dress up as a fake culture for Halloween, but this is what you should know if you do. It may not mean what you think it means and there is a lot of hurtful history in what you are portraying. I want you to know all the facts before you put on a fake multicolored glittered headdress and call yourself a chief or a "Pocahottie."

-Teaching Standard Chair, Minorities and Communication Division