Media Law Notes

AEJMC Law & Policy Division

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Old headnotes show focus on media law globalization

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In late April, I was cleaning out an old drawer at home. Guess what I found? Copies of Media Law Notes from 1992–1993.

I was so excited that I couldn't resist Facebooking MLN with a note of thanks to several AEJMC members who served with me as officers of the Law Division (now renamed the Law and Policy Division) nearly 30 years ago.

Jeremy Lipschultz, the Peter Kiewit Distinguished Professor at the University of Nebraska-Omaha and 1992–1993 chair of the Law Division's Professional Freedom and Responsibility, commented on my Facebook post: "We've had some amazing times in the AEJMC Law Division over many decades."

I couldn't agree more.

My years of Law Division service in the early 1990s (clerk and MLN editor, 1990–1991; vice head, 1991–1992; and head, 1992–1993) were among the most rewarding experiences of my life—both professionally and nonprofessionally.

Global Law in Its Nascency

As head of the Law Division, I shared my thoughts on media law teaching and research through MLN. In retrospect, my headnotes were more from the point of view of a media law scholar/teacher than that of a division officer. Except for the first headnote (Fall 1992) about the Law Division's 20th anniversary, the rest of my headnotes centered on the fast-emerging intersection of

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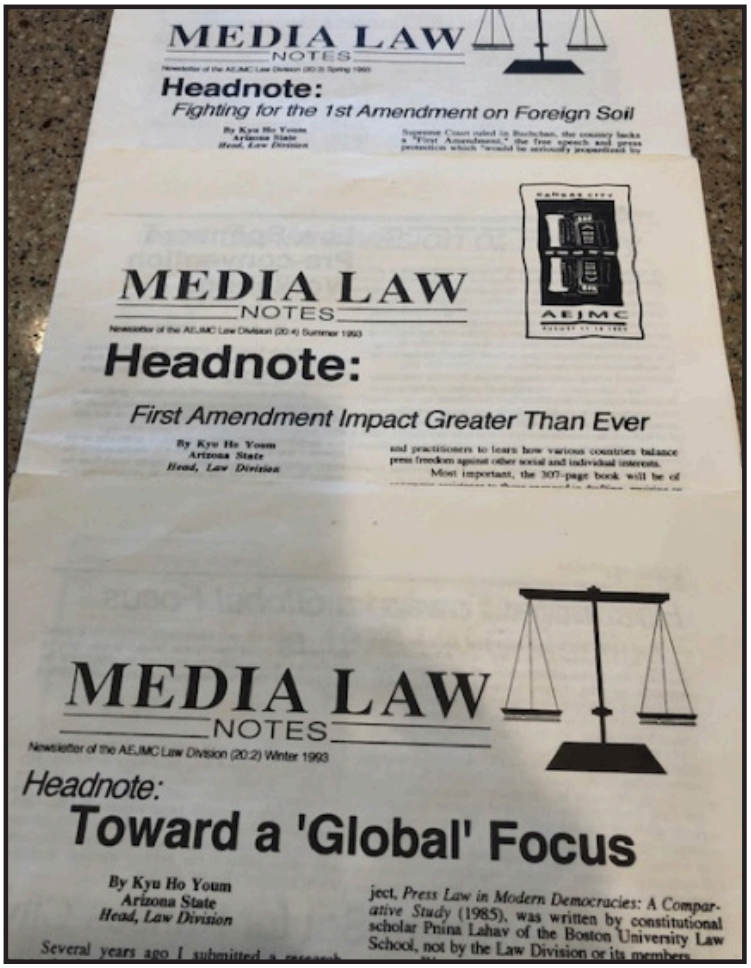

MEDIA LAW NOTES

Headnote:

Fighting for the 1st Amendment on Foreign Soil

MEDIA LAW NOTES

Headnote:

First Amendment Impact Greater Than Ever

By Kyu Ho Youm
Arizona State
Head, Law Division

MEDIA LAW NOTES

Newsletter of the AEJMC Law Division (20:2) Winter 1993

Headnote:

Toward a 'Global' Focus

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Several years ago I submitted a research project, *Press Law in Modern Democracies: A Comparative Study* (1985), was written by constitutional scholar Pnina Lahav of the Boston University Law School, not by the Law Division or its members

Media Law Notes from 1992-93 included early arguments for more international approaches to free expression research.

Head Notes

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Important talks will take place at AEJMC

By now, we know our August conference will virtual. Given the world around us rife with communications and First Amendment legal questions popping up every day, if there was ever a need for a robust discussion about these issues, now is the time.

The Law & Policy Division will be the place to talk about these issues. And, you will be able to participate without leaving your sofa.

The law might move slowly, but the Law & Policy division has worked to quickly adapt. When the corona crisis broke in March and many of our classes migrated to online formats, Law & Policy Division members attempted to provide support as we ventured into some uncharted territory.

Law & Policy division members exchanged thoughts, ideas, lessons, and information and exercises on our social media

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In this issue

Court's livestreamed arguments create teaching opportunities

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The Supreme Court of the United States made history on May 4, when it held oral arguments by teleconference and livestreamed the audio to the public for the first time. The move came amid public health concerns and restrictions prompted by the COVID-19 pandemic, which forced the Court in March to postpone oral arguments altogether.

It was the first time the Court had postponed oral argument since the Spanish Flu outbreak in 1918. Because the Court has notoriously resisted opening the courtroom to cameras and other recording equipment, the move gives the public at large its first real-time look at oral argument before the nine Supreme Court justices. Livestreamed Supreme Court arguments are also flush with pedagogical opportunity for media law instructors.

If published opinions demonstrate the contents of the Court's collective head, oral arguments provide a glimpse into its heart. Media law instructors often tap into the energy of landmark cases by assigning students to listen to audio excerpts and or read transcripts from oral arguments.

Instructors might bring their flair for the theatrical into lessons on landmark cases by asking students to re-enact oral volleys of questions from the justices and attorneys' responses just as a high school English literature teacher would with Shakespeare. Or they might ask students to analyze the transcripts and dissect the justices' questions to reveal layers of meaning.

The Supreme Court's audio is rich with lessons about the Court's behavior and the nature of appellate practice, said Clay Calvert, professor and Brechner Eminent Scholar in Mass Communication at the University of Florida.

"With audio, one gets to hear the spontaneity of the question-answer process and also the differences among the justices in how they phrase questions," Calvert said. "It brings it to life."

> "It's also ironic that [the Court] has decided many cases dealing with access to information and disclosure of government-related information … while at the same time failing to provide the same kind of view into the workings of the Court." - Jasmine McNealy, University of Florida

However, livestreamed arguments look very different to even the Court's casual observers. Via teleconference, attorneys cannot read cues from body language or facial expressions. Instead of the rapid-fire barrage of questions, Chief Justice Roberts has given each justice about three minutes to ask questions in order of seniority.

The justices themselves might behave in unexpected ways. For example, Justice Clarence Thomas, famous for his reticence on the dais, asked 63 questions during the first week of livestreamed oral arguments, including 17 in one day. That one-day total is nearly six times as many questions as Justice Thomas asked during the previous 14 years, according to ABC News.

At a minimum, the Court's perhaps short-lived livestream era gives students an opportunity to compare how these arguments differ in pace and energy from oral arguments under normal circumstances.

This also gives students an occasion to consider the Supreme Court's secretive nature. For decades, scholars have been pleading for more transparency by the Court.

"It's too bad it has taken a pandemic for the Court to move beyond archived audio for its cases," said Jasmine McNealy, associate professor of mass communication at the University of Florida. "It's also ironic that [the Court] has decided many cases dealing with access to information and disclosure of government-related information … while at the same time failing to provide the same kind of view into the workings of the Court."

Chip Stewart, professor in journalism at Texas Christian University, believes that hearing arguments live gives students a chance to see the Court as an active contributor to contemporary political life in the United States.

"While we didn't get a big First Amendment case [this term], there are big cases about democracy and transparency, like the one on Trump's taxes." Stewart continued, "Getting to see these discussions in action, argued in good faith by parties with different views of the law, brings it to life more than the written discussion we may see months from now."

However brief it may be, the Supreme Court's dalliance with livestreaming affords media law scholars and students a precious opportunity to examine the process, performance, and personality of the Court in ways that archives alone do not.

Southeast Colloquium

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Southeast thrives in virtual format

Frank LaMonte was about to be devoured by a shark, Clay Calvert was "cooling his jets" on a beach. Even though Gainesville is inland, there must be something about the University of Florida "waters." Jared Schroeder (Southern Methodist University) joked that while we could see a button-down shirt on top, he was quite comfortable in shorts and slippers outside of screen view. Not something that he would ever consider wearing at an academic conference.

The 45th AEJMC Southeast Colloquium, to be held at the University of Memphis, was held virtually using Zoom from March 19-21.

First, Chris Terry told me the University of Minnesota banned travel by faculty and students, and he and doctoral student Jonathan Anderson would not be able to attend the Southeast Colloquium.

Shortly after that, the University of Tennessee followed suit. And even though it was in the same state, Memphis is about eight hours from Knoxville, I would not be able to travel.

About the same time emails started coming my way asking if the conference would still be held. The International Communication Association had just announced its conference on Australia's Gold Coast was canceled and would be conducted virtually.

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Newer grad students need help becoming independent

Graduate Student Liaison

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As a hopeless optimist, I will not dwell on the torrent of disheartening coronavirus-related news. The pandemic has affected our lives so intensely, I could not begin to adequately express the multifaceted challenges we face.

Instead, I want to recharacterize the global experience as a newfound opportunity for uninterrupted ideological exploration, philosophical explication, and scholarly advancement. But to appreciate this quasi-sabbatical, "senior" graduate students must help their younger colleagues become self-sufficient and independent scholars.

As people tasked with disseminating and producing knowledge, graduate students and professors understand, and demand, the benefits of social isolation. Indeed, the relationship between ideological innovation and social detachment is so pronounced, the latter acts as a necessary predicate. Carl Jung self-isolated to the banks of Lake Zurich, in a literal tower, to develop analytical psychology and compete with his onetime mentor Sigmund Freud.

Mark Twain self-isolated to a remote corner of a farm in Elmira, New York, to write The Adventures of Tom Sawyer. When the bubonic plague closed British theaters in the early 1600s, William Shakespeare withdrew to his London flat, where he wrote King Lear, Macbeth, and Antony and Cleopatra. And when the plague resurged in 1665, Isaac Newton, a 23-year-old graduate student at Trinity College, returned to his family's farmhouse where he developed theories of calculus, gravity, and optics.

But there is a key difference between Newton and the modern graduate student, aside from primitive technology and innate brilliance (the latter of which I dispute, for I think my colleagues are equally as gifted).

By the time of Newton's annus mirabilis, or "wonder year," he had cultivated a sufficient understanding of scholarly practice, which enabled him to work independently. In other words, Newton's capacity to produce groundbreaking work product, without Cambridge University's support structure, rested on his adequately developed cognitive skillset.

Grad students further into their programs more thoroughly understand the skills required for independent study and publication. These senior students have developed capacities for unaccompanied scholarship in ways their younger colleagues are still cultivating. While a fourth-year doctoral student may cherish the opportunity to disconnect socially and cogitate philosophically, a first-year master's student who is still honing her scholarly instruments may not know how to make the most of our forced monasticism.

Additionally, the pressures and requirements of degree fulfillment often direct university resources to students at the end of their academic journeys—furthering this junior-senior divide.

While comprehensive exams and dissertations deplete upper-level students and faculty advisors' limited mentoring time, our junior peers require equal amounts of attention and counsel.

I therefore implore my higher-level academic colleagues to take the following actions: If you are an early-career grad student, do not let distance learning hinder your professional networks.

Seek out faculty advisors and classmates willing to help you become a self-sufficient scholar. If you are a late-career grad student, seek out junior classmates as potential co-authors. Aside from altruism, collaboration sharpens leadership skills and demonstrates a capacity to work well with others.

If you are a faculty member—who, like Isaac Newton's professors, has increased financial, familial, or occupational obligations in light of the pandemic—do not overlook the importance of digital one-on-one mentorship. Whereas the seasoned grad student fully understands the value of your time and guidance, the newcomer may not.

In this unprecedented time, we must invest in virtual community building so as to create self-sufficient colleagues that appreciate the benefits of reclusive rumination and uninterrupted thought. And no, I am not blind to the inherent irony: calling on community to cultivate isolation.

As Ralph Waldo Emerson so eloquently wrote, "Man does not stand in awe of man, nor is his genius admonished to stay at home, to put itself in communication with the internal ocean, but it goes abroad to beg a cup of water of the urns of other men. I like the silent church before the service begins, better than any preaching."

Emerson understood that socialization frames isolation in ways constructive to both the scholar and the common person. Therefore, despite these macabre circumstances, let us welcome this once-in-a-lifetime opportunity for self-reflection and scholarly achievement. And until things return to normal, carry on, stay strong, and may this be your own annus mirabilis.

Annotated Bibliography

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Kimberlianne Podlas, The New Common Rule Corrects an Old Misunderstanding: Journalistic Investigation, Biographical Interviewing, Legal Research, and Creative and Historical Writing Focusing on Specific People Are Not "Research" Requiring IRB Approval, 44 Seton Hall Legis. J. 253 (2020).

Dr. Kimberlianne Podlas, professor and head of the Department of Media Studies at the University of North Carolina Greensboro, explores whether certain creative academic activities should fall under the editorial purview of university Institutional Review Boards ("IRBs"). IRBs generally require faculty to submit requests and await approval prior to commencing certain types of research.

Podlas explains that IRB guidelines and regulations are only applicable to research activities that fall under the Common Rule, which generally encapsulates research involving human subjects. Podlas points out, however, that "faculty engaged in journalism, documentary film making, creative and biographical writing, oral history, and legal research" have also been required to submit applications.

Many complain that IRB regulations are "inapt, unnecessary, and improperly restrictive"

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as applied to these more artistic academic activities. Unlike scientific research studies and experiments, Podlas asserts that IRBs have no discretion to review activities in which human subjects are limited to specific individuals, such as in journalistic investigation, biographical interviewing, legal research, and creative and historical writing.

Podlas offers a brief analysis of the legislative intent and history behind research regulations. In the 1970s, Congress passed the National Research Act and established what is now the Office for Human Research Protection, Department of Health and Human Services. Podlas details that the Department of Health, Education, and Welfare later enacted its own policy of ethical regulatory guidelines for biomedical and behavioral research.

Following suit, multiple agencies eventually adopted a federal policy, which became known as the Common Rule, for regulating biomedical or behavioral research involving human subjects. IRB policies for universities and institutions, Podlas explains, must adhere to the Common Rule. However, because IRBs operate as closed local systems, Podlas warns that decisions "are widely divergent and inconsistent" and do not offer any opportunity "for identifying and correcting mistakes."

Her article recognizes that much confusion has stemmed from inappropriate applications of Common Rule regulations to creative activities that were not intended to fall under its control. Following amendments to the Common Rule Code in 2018, Podlas clarifies that, despite its colloquial terms, "the Common Rule does not cover every investigational, scholarly, or research-oriented undertaking involving people."

Breaking down the new additions to the Common Rule, Podlas emphasizes the distinction between collecting "generalizable knowledge" intended to expand understanding of "other people and situations" and collecting information limited to understanding specific individuals. Based on this imperative differentiation, Podlas asserts that "documentaries, biographical or reconstructive nonfiction books, journalistic investigations, oral history collections, literary criticisms, and legal research and case studies" are not "research" as defined by the Common Rule.

Therefore, when IRBs attempt to restrict such activity they are reaching beyond their statutory scope of control. Podlas contends that overbroad regulations do not equate to greater protection. She highlights specific ramifications of overbroad IRB regulations. For instance, under the First Amendment, public university IRBs are government actors that may not restrict creative activity or expression.

Additionally, private university IRBs may be equally at fault if restrictions effectively reach the level of government action. Further, Podlas points out that IRB members who exceed their statutory scope of control could be held personally liable should they improperly "review, prohibit, or punish activity not covered by the Common Rule."

Finally, Podlas reveals that overreaching IRBs violate compliance to formal federal assurance systems which can impact federal funding. Podlas offers her article as a helpful resource to assist IRBs in implementing necessary changes to their past and present policies.

Fiona Brimblecombe, The Public Interest in Deleted Personal Data? The Right to Be Forgotten's Freedom of Expression Exceptions Examined Through the Lens of Article 10 ECHR, 23 J. Internet L. 1 (2020).

Dr. Fiona Brimblecombe is a senior lecturer in law for the Bristol Law School at the University of the West of England in the United Kingdom. She has contributed significantly to discussions surrounding the complex and controversial "right to be forgotten" contained within Article 17 of the European Union's ("EU") General Data Protection Regulation ("GDPR").

Generally, the right to be forgotten, or "right to erasure," enables private individuals to request that online organizations delete their personal data when certain conditions are met. In a prior 2018 article titled Regaining Digital Privacy? The New "Right to be Forgotten" and Online Expression, Brimblecombe argues that the right to privacy under Article 8 of the European Convention on Human Rights ("ECHR") will play a big role in assessing applications of the right to be forgotten.

In the prior article, she asserts that the right to be forgotten must be balanced with freedom of expression and explores how established principles of privacy law could aid in erasure disputes. Her present article addresses the competing interests at stake in right to be forgotten claims.

Brimblecombe identifies two exceptions: protection of a general freedom of expression under Article 17(3)(a) and a journalistic exemption under Article 85 of the GDPR. Brimblecombe recommends both exceptions be considered in conjunction with the free expression balancing factors within Article 10 of the ECHR.

Due to the ever-expanding use of social media, Brimblecombe illustrates there is an imminently growing risk of privacy infringement. Posts that may seem prudent now could pose reputational problems in the future. Many social media users may not realize that simply deleting content does little to inhibit future access by others.

Brimblecombe warns that third parties may continue to disseminate private information online long after users have actively attempted to remove the data from social media. The right to be forgotten can assist individuals in numerous circumstances, including maintaining a good reputation or avoiding the resurfacing of emotionally distressing content.

Despite the many instances in which a private individual may have a valid and compelling desire to invoke the right to be forgotten, Brimblecombe argues freedom of expression and journalistic exemptions should be sufficiently limited to account for over-censorship online and should also provide a "safety net" for legitimate speech to override a private deletion request when necessary to serve the public interest.

Brimblecombe begins by describing the prevailing historical justifications for protecting free expression. She then analyzes several balancing factors for consideration. She anticipates many courts across England and Europe (and, likely, beyond) will soon be seeking guidance for right to be forgotten cases. Brimblecombe maintains that the biggest barrier for uniform application is the general ambiguity surrounding what information is protected under public interest and how far this interest extends. To assist in this inquiry, Brimblecombe turns to five balancing factors: the press' role as a watchdog for those in public office; the public's need to form attitudes and values via accounts of private modes of living; the distinction between private and public figures, as well as the need to remedy false impressions; the passage of time between a particular event and its publication; and the exposition of criminal activity. Brimblecombe establishes past and present jurisprudence as well as specific criticism for each.

Nick Reade, Is There A Right to Tweet at Your President?, 88 Fordham L. Rev. 1473 (2020).

In his recent Note featured in the Fordham University Law Review, law student Nick Reade discusses the role of the First Amendment on social media. Reade focuses primarily on the public forum doctrine, which essentially restricts the government from censoring protected speech disseminated via state-controlled public forums. Traditionally, courts have rec-

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ognized public parks and street corners as protected public forums where individuals may openly assemble and express ideas.

In contrast, censorship efforts of private businesses and other privately-owned properties not under the control of the state do not fall under the purview of the public forum doctrine and, more generally, the First Amendment. Social media, however, has introduced a unique and relatively uncharted technological frontier.

Reade begins by laying a foundation of pertinent First Amendment law. He introduces the state action doctrine and the need to identify some form of infringement through an act of the state to constrain otherwise private entities under the First Amendment.

Reade then distinguishes three forums recognized by the Supreme Court and discusses the protections provided by each: traditional public forums, designated public forums, and forums that are nonpublic or "limited." As technology has developed, the Supreme Court has further expanded public forums to encompass metaphysical spaces.

However, Reade points out that the Court has still struggled to adapt the public forum doctrine to evolving online communication. Further, he explores the compelled speech doctrine which prohibits the government from forcing a publisher to print particular opinions.

After expanding upon relevant First Amendment jurisprudence, Reade analyzes two cases from 2019 in which social media sites, although privately owned platforms, were held to be public forums subject to First Amendment limitations.

First, he discusses *Davison v. Randall* where the Fourth Circuit held that the chair of the Loudoun County Board of Supervisors acted under color of state law by banning the plaintiff, one of her constituents, from interacting on her Facebook page.

The Fourth Circuit determined the Facebook page constituted a public forum and that, by denying access, the defendant had unconstitutionally discriminated based on viewpoint. Second, he turns to *Knight First Amendment Institute v. Trump* where the Second Circuit held that President Trump violated the First Amendment rights of petition and free speech when he blocked individual plaintiffs from the interactive features of his official Twitter account because he disagreed with their viewpoints.

Trump's official tweets were deemed protected government speech. However, Trump's act of blocking specific individuals from accessing and interacting with other users on his official account was unconstitutional because the account was a public forum for online dialogue. Reade disagrees with both decisions and argues that the government had infringed upon the private social media platforms' right to exercise independent editorial discretion.

He further maintains that political targets should be allowed some means of screening abusive content on their social media pages and accounts to ensure healthier political discussions.

Overall, Reade contends that social media platforms are not public forums and, should the issue reach the Supreme Court, he suggests the Court should hold it unconstitutional for the government to compel privately-owned social media companies to publish all political criticism posted on their platforms.

Southeast

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On March 10, Southeast Colloquium chairman Matt Haught made the difficult decision nine days before we were to gather in Memphis to cancel the physical colloquium. Instead it was going virtual.

The Law & Policy division was well represented. There were four research panels, one PF&R panel and one research-in-progress roundtable.

The top faculty paper honors went to Clay Calvert and Ashton T. Hampton (University of Florida) for "Raising First Amendment Red Flags About Red Flag Laws: Safety, Speech and the Second Amendment." The top student paper honors went to Alexa Vickaryous (Southern Methodist University) for her paper "Future of Financial Privacy and Digital Currency Regulation." Schroeder, Chris Terry, Calvert, and Genelle Belmas (University of Kansas) did an outstanding job as discussants for the four research panels.

This is the second year the "Enter the Thunderdome" PF&R panel was held. This year's topic was "Hate Speech and You!" Schroeder moderated with Rachel Jones (University of Florida), Tori Smith Ekstrand, (University of North Carolina), and Terry holding a lively discussion.

Brett Johnson, (University of Missouri) did an excellent job moderating the research-in-progress roundtable with six extended abstracts presented.

There were 19 full research papers submitted, 16 were accepted for an 84% acceptance rate. Eight research-in-progress entries were submitted with 6 accepted for a 75% acceptance rate.

This year's acceptance rate was a little higher than normal. Because the papers reviews were very positive, I looked at this colloquium as a learning experience for the graduate students and accepted them in preparation for the national AEJMC convention.

With only having nine days to pull this virtual conference together, colloquium chair Matt Haught and the faculty at the University of Memphis did an excellent job.

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Global

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American and international media law.

My focused attention in MLN to this perspective on American law stemmed in part from the Law Division's unforgettable "curt rejection" of my foreign law paper in the mid-1980s, largely based on the division members' alleged lack of interest in my topic. In addition, this global perspective was beginning to receive more widespread acceptance.

Clearly, media law teaching and research should not have been a U.S.-centric ivory tower exercise about freedom of the press when U.S. news media were more often being sued abroad.

In December of 1991, for example, New York Times columnist Anthony Lewis penned an illuminating article about a libel case in which an American newspaper was sued in London and a New York supreme court was asked to enforce the UK court judgment. (When I queried him about the offshore libel judgment at the time, Lewis was memorably generous in offering to help with my research.)

Such global incidents forced an increasing number of American media law practitioners to address the new, disturbing development in First Amendment law in the late 1980s and early 1990s. For me as a media law comparatist, the timing couldn't have been better in rethinking my U.S.-oriented teaching and research.

The global perspective continued to broaden in the 1990s. In 1992, the internationalization of the Law Division's programming for the Montreal AEJMC convention was noticeable: The fact that the Law Division put together a comparative panel on the right of reply was not so much the rule but the exception.

Starting in 1993, ARTICLE 19, the International Center Against Censorship in London, published several international and comparative volumes of value on media freedom, including Press Law and Practice: A Comparative Study of Press Freedom in European and Other Democracies (Sandra Coliver ed.).

Five years later, an American journalism scholar authored Media Law and Regulation in the European Union: National, Transnational and U.S. Perspective—the first work of its kind.

What inspired Professor Emmanuel Paraschos at Emerson College to examine EU media law? "As a person of international background (among other things, I was a UN correspondent early on in my career)," Paraschos, who retired from Emerson College recently, noted in an email, "I quickly found out that not only American journalism, but also American journalism education was too ethnocentric. . . . At one point, I realized that it would be helpful if there were some books that summarized the key legal concepts of other countries and compared them to those of the U.S."

Global Law: Growing Up

In the global 21st century, we need more such books. However, it will only be a matter of time: These days, American legal scholars and jurists view freedom of speech and the press more globally.

In noting the importance of an international perspective in terms of media law, Columbia University President Lee Bollinger, a leading First Amendment scholar, has cogently observed that "[i]n an increasingly interconnected, global society[,] . . . censorship anywhere can become censorship everywhere."

Likewise, Justice Stephen Breyer of the U.S. Supreme Court stated that it is "important for Americans to understand and to appropriately apply international and foreign law."

Over the years, several of the notable Law and Policy Division members, such as Edward Carter (BYU), Lyombe Eko (Texas Tech), and Amy Kristin Sanders (Texas), have thoughtfully engaged in media law research and teaching as a human rights issue, not necessarily as a matter of First Amendment exceptionalism.

In the spring of 2020, many of us were thrilled that Communication Law and Policy published a special issue on international and comparative law on freedom of expression. The CL&P special issue showcases a significant step forward in the growth and development of a comparative, global outlook in media law and policy.

A New and Improved Outlook

I doubt that the Law and Policy Division would snub international law papers now, claiming that they're irrelevant or of no interest to division members. Indeed, members are more likely to welcome them.

This makes me feel more uplifted personally than I ever could have imagined 27 years ago, when I first "headnoted" about how to make American media law less solely American and more global.

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platforms as well as on the division's website. Professional relationships and friendships facilitated by the division gave many of us a network of supportive colleagues around the country who face the same concerns and difficulties – in the classroom, scholarship and other ways endemic to communications law professors.

Some of us simply exchanged emails, phone calls or met virtually to commiserate or maintain some semblance of social contact as we holed up at home. Others uploaded materials that work well teaching communications law online or participated in other video exchanges and projects. Still, members of the Law & Policy Division were among the first to urge AEJMC central to make the paper competition more accommodating at the height of the crisis.

In other words, Law & Policy members stepped up.

As we continue planning for the summer and the conference, we recognize we are in uncharted territory. A virtual conference cannot replace the allure of a destination location like San Francisco or the liveliness of in-person exchanges. It will be different but still worthwhile.

Since March other groups have held virtual conferences, including our Southeast Colloquium. For once, time is on our side. We still have almost two months to get ready and familiarize ourselves with the platform. AEJMC will have training sessions for paper presenters, moderators/discussants and attendees.

There will be virtual presentation rooms, an exhibit hall and lounges and places to go. The Law & Policy Division will have our business meeting and social. Granted it will not be as cool as the places we scouted, but you can wear your slippers.

Even though the corona crisis hit right around paper competition deadline, we modified the requirements by allowing for abstracts and secured a healthy slate of entries that will generate five interesting paper presentation panels. Thanks to Caitlin Carlson who managed the competition with aplomb, efficiency and flexibility. The summer Media Law Notes edition will include the papers, authors and schedules.

Likewise, the PF&R panels will utilize the talent within the organization and our division to provide a number of interesting, informative and timely panels. Nina Brown has been working since the last conference and partnered with other divisions.

And, since you do not need an additional night in a hotel or have late flights, everyone can attend our pre-conference, organized by Jon Peters and our teaching awards and discussions organized by Brooks Fuller.

Special thanks to Jared Schroeder for putting together this newsletter on his home computer and ongoing thanks to Genelle Belmas our webmaster who is still eager to upload your content for our teaching ideas tab and Kriste Patrow who moderates our social media.

Even though everything will be virtual, we will all still get a printed conference book to put on your shelf, a water bottle and a nametag with lanyard, which may go well with your pajamas.

See you in August.