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Virtual AEJMC is in the books, and now the new 2020-2021 academic year begins! Check out this newsletter to get caught up on all things conference related, including the new 2020-2021 Executive Board. We have a big year in store for GSIG, and we look forward to sharing it all with you. Make sure to follow us on Facebook to stay up-to-date. We wish you all a safe and healthy school year!



WHY JOIN?

CHECK OUT WHAT GSIG HAS TO OFFER

Join the group that has been sharing resources and improving the quality of graduate education in journalism and mass communication since 1991.



Conference Papers

Submit your papers to our yearly open paper calls - the AEJMC MidWinter and National conferences.



Job Openings

Stay connected and informed with job opening updates and deadlines.



Pre-conference Session

Attend the pre-conference session designed to help guide grad students from Ph.D. life to job hunting.

Expand Your Network

GSIG has members from several different universities working together. Meet, interact, and share ideas with other students and faculty across the country!

Website: <https://aejmc.us/gsig/>

Facebook: GSIG (AEJMC)

AEJMC 2020: Pre-Conference

Eyeing the Job Market as a Doctoral Student

At this year's conference, the Graduate Student Interest Group and Newspaper and Online News Division partnered to create a Pre-Conference session about eyeing the job market as a graduate student. The session featured 8 speakers, each with a unique topic of discussion for graduate students preparing for the job market. The speakers discussed topics such as job applications and interviews, research agendas, teaching and research positions, and the importance of getting involved. There were around 80 people on the Zoom call in attendance!

Speakers and Discussion Points

Dr. Matthew Haught, University of Memphis

- Job interview tips
 - Make an effort to know about the school
 - Read faculty bios; know about their research
 - Check Comm Jobs Wiki
 - Send thank you notes and emails



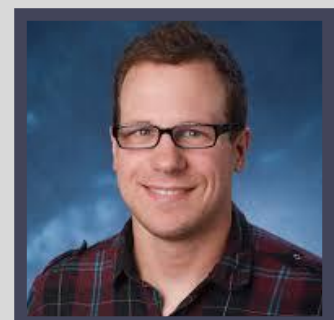
Dr. Cheni Platenburg, Auburn University

- Book recommendation
 - The Professor Is In by Karen Kelsky, Ph.D.
- 5 key topics to focus on:
 - Productivity
 - Professionalism
 - Autonomy
 - Self-Promotion
 - Collegiality



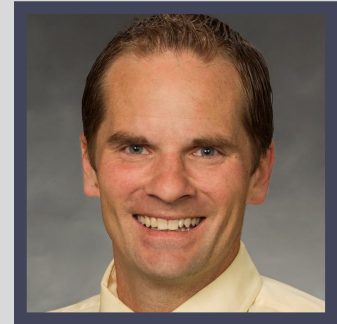
Dr. Patrick Ferrucci, University of Colorado-Boulder

- Creating your research agenda
 - What have I done, and what will I do?
 - Starts with dissertation
 - Connecting your research together
 - It's okay to branch out too.
 - Find your specific focus



Dr. Kris Boyle, Brigham Young University

- Getting involved with conferences
 - Join interest groups
 - You can be a member of more than one
 - Getting involved helps CV
 - Helps you gain reviewer experience
 - Fills service requirement for jobs
- Misconceptions about joining groups
 - They don't need my help
 - I don't have any experience
 - I don't have enough time
- They do need your help. You don't need experience. There are groups with smaller jobs that don't require a lot of time devotion.



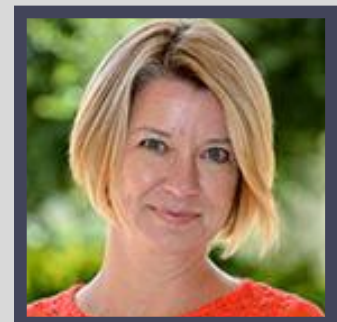
Dr. Gabriel Tait, Ball State

- Culture
 - Things to consider when looking for a job
 - Where do you want to live?
 - Where don't you want to live?
 - Research or teaching?
 - Collegial colleagues
 - Faculty support
 - Family friendly environment
 - Representation
 - Longevity of program



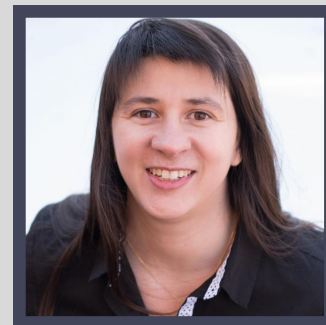
Dr. Kathy Roberts Forde, University of Mass. Amherst

- Job talks
 - Ask for specific details regarding the job talk from the search committee chair
 - Know your audience
 - Should mostly discuss your research
 - Spend a little time on teaching
 - Your talk should be for everyone
 - Take time to demonstrate your expertise

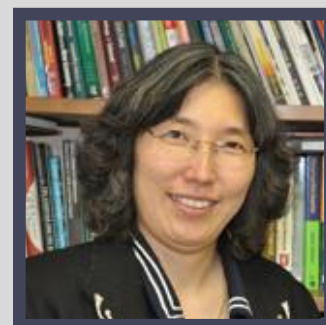


Dr. Roxane Coche, University of Florida

- There are different job experiences in academia
- Every opportunity is different and unique
 - Visiting professors & lecturer
 - Teaching is more important than research
 - Assistant professor
 - Research is typically more important
 - Dependent on R1, R2, etc.

**Dr. Louisa Ha, Bowling Green State University**

- Applying to schools
 - Tailor your CV to each school
 - What you put on the top should be most important to that school
 - Customize accordingly
- Journal Articles
 - Don't put all your eggs in one basket when it comes to journal submissions
 - Apply to a variety of journals with different articles
 - Quality over quantity for publications



Thank you to the Newspaper and Online News Division for your collaboration, all of the speakers for your fantastic presentations, and the participants who attended the session to learn alongside us!

AEJMC 2020: Panel Session

Teaching Computational Methods to Students



The Graduate Student Interest Group co-hosted a teaching panel with the Communication Theory and Methodology Division at AEJMC titled "Teaching Computational Methods to Students" on Thursday, August 6, 2020. Dr. Magdalena Saldaña of Pontificia Universidad Católica de Chile moderated the session among panelists Prof. Mindy McAdams (Florida), Dr. Rodrigo Zamith (Massachusetts-Amherst), and Dr. Amy Jo Coffey (Florida). The panelists discussed how to prepare students to work in a changing media environment and equip them with skills such as computational methods, code literacy, data journalism, measurement and analytics, and web/social media management.

A few key insights the panelists provided were:

- In the profession, communicators increasingly need to be able to work with large data sets, which means students may need to learn to conduct statistical analyses or how to work with software programs like Python, R, or Tableau.
- When teaching skills-based classes, consider project-based learning in which you sequence assignments to build up to a larger projects. This class structure helps students feel less intimidated as they learn to master small bits at a time.
- Flipped classrooms in which students watch tutorial videos on their own time and meet with you and their classmates for active learning may also work well for these courses.
- As the instructor of a skills-based course, remember that it is okay to not have all the answers. Teach students how to find solutions to problems on their own.
- Beyond understanding how to work with data, employers desire students who can extract insights from data that can be used to improve business outcomes.
- For these reasons, it is important to not neglect the importance of teaching students soft skills, including written and oral communication, making eye contact, and being able to argue one's case.

Of the topics discussed, data journalism emerged as an area of growing interest, and the demand for journalists and scholars with data computation skills continues. Although not all students have an innate interest in numbers, computational methods serve as valuable tools for investigating and answering questions in a variety of directions within academia and the industry (Bradshaw, 2018). Data journalism draws knowledge from several disciplines, including journalism, information science, social sciences, data and computer sciences, data analytics, information design, and storytelling (Heravi, 2018). Promoting a scientific approach to mass communication and journalism, it can be learned and practiced within the context of the scientific method to acknowledge reporting with objectivity, transparency, and reproducibility (Meyer 1973). Heravi (2018) conducted a study with results from the 2017 Global Data Journalism survey and an analysis of over 200 unique data journalism modules and programs worldwide. Results from their analysis show that many of the data-related courses taught around the world (55%) focused on "data journalism" as an overarching topic, with focuses such as collecting and cleaning data, analysis, and visualization. These foundational courses are essential for the preparation of advanced courses, such as coding and computational journalism.

In approaching these courses, one panelist advised starting at the end of the course by envisioning the last assignment and work backward from there. Bradshaw (2018) provides a report of exercising this approach in 2016 by taking students through the process chronologically, starting at the end and working backward. How did this work? Students were provided a spreadsheet of pre-prepared tables, which was data on the Oscars in Professor Bradshaw's class. They were shown how to use an online visualization tool (e.g., Datawrapper or Infogram) to turn the tables into a chart that would illustrate a story. With the visualization tools, they chose the chart and determined what angle of the story to tell. Bradshaw (2018) states, "Rather than worrying about numbers, they could focus on storytelling: would they tell a story about gender, or ethnicity, religion or money? What type of chart would they choose? How would they use colour?" (p. 3). In the 30-60 minute process, students became motivated and receptive to new techniques of aggregating figures using pivot tables and calculating percentages.

As a teaching assistant or instructor, this approach means more than teaching students a programming language. Instead, it prioritizes making meaning from the numbers to show students how computational methods can be used as tools to tell a story. It also requires instructors to be receptive to the classroom and align projects with applications related to the research interests of the students (Bradshaw, 2018). Some methods may require more time spent on the learning curve than others. Understanding computational thinking can involve lifelong learning and ongoing professional development that evolves with research questions being asked. While teaching these areas, instructors should strive to empower students to learn a set of practices, or "a toolkit of problem-solving techniques" that adapt to each new problem (Bradshaw, 2018, p. 9).

References

- Bradshaw, P. (2018). Data Journalism Teaching, Fast and Slow. *Asia Pacific Media Educator*, 28(1), 55-66. doi:10.1177/1326365x18769395
- Heravi, B. R. (2018). 3WS of Data Journalism Education. *Journalism Practice*, 1-18. doi:10.1080/17512786.2018.1463167.
- Meyer, P. (1973). *Precision Journalism: A Reporter's Introduction to Social Science Methods*. Bloomington: Indiana University Press.

AEJMC 2020: PF&R Panel

Is Your Classroom Truly Ready for the Fall?



For many graduate students, the end of summer brings preparation for teaching, whether online, in-person, or a hybrid of both. Beyond the syllabus, lectures, and pedagogical exercises needed for day one, reflecting on the environment that your students will experience when they arrive is vital. On Saturday August 8, GSIG and the Small Programs Interest Group collaborated on a panel that focused on the creation of welcoming and inclusive class environments. The PF&R panel was moderated by GSIG's President Amanda Bradshaw and included speakers April Yue (Florida), Dr. George Daniels (Alabama), Anna Sinclair (Biola), Dr. Monique Luisi (Missouri), and Dr. Carolyn Kim (Biola).

Daniels kicked off the conversation, sharing important tips for building an inclusive learning space. Strategies included tips on listening, advocating for, and providing important resources for students as well as the importance of simply making yourself more available. Daniels emphasized knowing the right person to talk to at your university who will open the door for you as a student and who you can have open conversations with.

Kim focused her talk on fostering out-of-classroom communication (OCC) to reach students who might be intimidated at the idea of attending office hours or in asking direct questions during a traditional classroom setting. One simple tip she shared was: Don't call your office hours "office hours." Rather, label them as "student hours" -- the former emphasizes the space and underlying hierarchical contexts, while the latter dismantles these, removing some of the power dynamics at play. Of note, concerning OCC, authenticity is paramount to its success as students can tell if you aren't being genuine or if it's mechanized. Coffee chats, for instance, where you genuinely show interest in getting to know and help your students are a useful OCC strategy.

Luisi shared an acronym, F.I.R.E., which stands for: fortifying your foundation, including your community, respecting the struggle, and enjoying the ride. Concerning the foundation of your class, Luisi emphasized the importance of clearly articulating the role of student and instructor and in properly setting expectations at the onset of your semester. Luisi also reminded the group that, especially during the pandemic, we will all struggle and feel that we aren't offering the best of ourselves to our students. Rather than becoming overwhelmed, Luisi suggested listing out two areas in which you want to improve followed by the items that you already do well as an instructor, working to utilize these within your course.

Sinclair spoke on creating an accessible and supportive environment for the 61 million Americans (1 in 4) who are of the disabled community. She advised that instructors do research and know the best resources on campus they can point students to if needed. Importantly, challenges reflect a student's living history to that point. Thus, each student is unique, and instructors should work to provide space and opportunity for students to thrive academically, such as check-ins throughout the semester.

To conclude the panel, Yue presented strategies for welcoming back and including international students. She suggested bolstering social activities tailored to students' unique cultures and experiences, such as an international community dinner. Importantly, Yue reminded panel participants that making friends can be challenging for international students and is a learning process that requires time and mentorship from fellow international student peers, faculty, and even international students at other schools.

For 2020 conference attendees, AEJMC is providing access to a recorded versions of the session for up to 30 days post the event. To view the presentation in its entirety, visit the conference website. This specific panel was: "Creating a Welcoming and Inclusive Environment for All Students" on Saturday, August 8, 2020. 1:15 - 2:45 p.m.

AEJMC 2020: Research Panel

How to Find and Maintain a Research Agenda

At this year's AEJMC conference, GSIG partnered with the Visual Communication Division on a panel titled "How to Find and Maintain Your Program of Research." Panelists included Dr. Mary Angela Bock from the University of Texas at Austin, Dr. Shahira Fahmy from the American University in Cairo, Dr. Yung Soo Kim from the University of Kentucky, and Dr. Holly Overton from the University of South Carolina. The panelists provided tips and advice for graduate students and early career scholars.



Dr. Mary Angela Bock



Dr. Shahira Fahmy



Dr. Yung Soo Kim



Dr. Holly Overton

On choosing your research focus...

- Think about what interests you. What topics are you passionate about? When you look at a textbook in your field, what is your favorite chapter? What do you want to be an expert on?
- READ! What gaps exist in your field and how can you contribute?
- For research inspiration, look at where people in your area are publishing and what topics they are paying attention to.

On establishing a research agenda...

- Keep a journal of your “one day” studies - the ones you may not be able to get to now but want to someday.
- Consider writing a theoretical article early in your career. Think about how you can advance your field’s way of thinking.
- Identify threads that may link to your work.
- Look at the limitations and future directions sections of other research articles.
- Have a research cycle: Always have something you are working on, something under review, and something that is coming out soon.

On time management...

- When choosing what research projects to commit to, be picky! Before you commit, think about what you are getting yourself into and how long the commitment will last. On that note, think about what is in it for you. Avoid research tangents that will take away from your core area of focus.
- Oftentimes, datasets can be used for more than one publication (though you must be careful not to slice the data too thin.)
- Write a little every day, even if it is only half an hour of writing.
- Consider bullet journaling and setting email boundaries (where you only check your email at certain times each day).
- If you’re feeling stuck, think about your resistance factors. Why do you feel stuck? Why do you not want to do something? What specifically is holding you back?
- Be strategic about the papers you work on for your courses. Align them with conferences/publications.

On submitting to journals...

- When you get to the point of submitting your work to a journal, make sure you find a journal that is a good fit. When you do, cite that journal.
- Follow the submission and resubmission guidelines closely.
- If a cover letter is requested, do not neglect it.
- Make sure to emphasize the scholarly contribution you are making.
- Always submit your BEST work. Journal submissions should not be works in progress.
- Revise and resubmit means do not give up.
- Respond calmly to reviewer comments.
- A good idea is important.
- Persistence is key.

On research collaborations...

- Show that you can play well with others by collaborating on research projects. You may also consider having undergraduate students join your research projects.
- On research teams, be collaborative, not competitive.
- Avoid collaborating only with your adviser.
- When you are approaching someone to collaborate with, be clear about the expected timeline and what you will be able to contribute.
- Always remain professional, organized, ethical, and follow through on your commitments.

Other important notes:

- If you have a very specialized research area and are finding it difficult to publish, have someone in your department who understands and can help with the unusual challenges you will face when publishing in a niche field.
- If you aren't sure if you should approach your studies quantitatively or qualitatively, think about which method will best answer your research questions.
- Find your supporting cast of mentors who know about your department, your field, grants, and who support you as a friend. These probably will not all be the same person.

No Limits: My 2020 AEJMC Conference

GSIG Social Chair, Shudan Huang, attended her first AEJMC National Conference this year. In this article she spends time reflecting on her experiences with her first conference.

I cleaned my room, prepared my favorite snacks, and waited for the clock to strike 10:00 a.m. when the first AEJMC breakout session would take place. Because the 2020 AEJMC conference was supposed to be held in San Francisco, the agenda was arranged in Pacific Standard time. This was a new experience for me, as I am from China where we only use one uniformed time.

This year, the conference was held online because of COVID-19. Though I was disappointed that I would miss the opportunity to visit San Francisco, I also saw benefits to this situation. For instance, I could wander around the virtual rooms and jump from session to session to discover what I was interested in all while wearing my pajamas and flip flops!

AEJMC is a conference that faculty and students prepare for long before the conference takes place. I attend the School of Journalism and Mass Communications at the University of South Carolina. Here, AEJMC is seen almost as a big annual academic festival. Nearly every student and professor submitted at least one paper to the conference. This year, our faculty and graduate students won eight awards, presented 25 papers, and had four panelists and a Kopenhaver Fellow at the conference. I was thrilled to have three co-authored papers accepted and was excited to meet and virtually mingle with my research partners, classmates, and friends. As the Social Chair of the Graduate Student Interest Group, I also had the opportunity to help our interest group prepare for this virtual pivot. Specifically, I helped create our virtual booth that we had at the Division and Interest Group fair.

When I began joining AEJMC breakout sessions, I realized there were so many sessions I wanted to attend. The virtual atmosphere with quick access to a list of all the sessions made it easy to see everything at once. Below is a recap of a few of the sessions I attended:



Top paper sessions

To me, the most exciting part of the conference were the top paper sessions. In these sessions, I saw lots of wonderful research from graduate students and young professors. It was neat to watch some award winners win prizes for the first time, and I enjoyed sharing in their joy.

Timely panel topics

COVID-19 and Donald Trump were red-hot research topics at this year's conference. I tuned into panels titled, "Examining COVID-19 Communication and Information Behaviors" and "Misogyny and Media in the Age of Trump" where scholars shared their latest findings, which were timely, interesting, and enlightened my own research.

Future of communication sessions

I was thrilled to see panels about how new technology like AI and computational methods will impact the future of communication. For instance, a panel titled "Making Sense of Technology Buzz Words: Automation, Robotics, AI" attracted nearly 100 people.

International divisions

I was surprised and delighted to see sessions dedicated to international research. For example, the Chinese Communication Association held virtual sessions, and scholars from top Chinese universities gave excellent speeches. I gradually discovered that there were sessions for Korean, South Asian and Latina scholars and research as well.

Pedagogy sessions

There were lots pedagogy sessions as education is a main theme of the AEJMC conference. For example, a session titled "The Top 10 Legal Mistakes Com Professors Make in Class" (You Won't Believe #4!) was super interesting, and "Innovation Teaching Tips (Teaching Marathon)" allowed professors to share their experiences and learn from each other.

Life guidance sessions

Having a work/life balance is so important for researchers, and panels that discussed how to do this resonated with me. Given the current circumstances, one session in particular about how to take care of ourselves in the midst of the massive changes that are happening in our world right now stood out to me, and I learned useful tips about how to manage both my Ph.D. and personal life.

Opening Reception

The Opening Reception was one of the funniest and most relaxed parts of the conference after a long day of tuning into breakout sessions. As an engaging activity, participants were invited to use hashtags on Twitter to express their emotions. Some scholars played music, others toasted to the camera with their favorite wine, and a scholar couple danced together (So cute!) It was neat to see everyone's personalities shine through even over Zoom and social media.

Other Conference Wins

During the breakout sessions, participants were welcomed to ask questions or facilitate discussion in the chat boxes. I also used the chat box to privately say hi to friends and professors, which was a neat feature that allowed me to feel connected with others during the conference.

Even though I diligently tried to attend as many sessions as I could, I still missed some interesting meetings. However, most of the sessions were recorded and can be watched within 90 days, which I thought was a great feature of the online conference. It was also convenient that all of the materials, and handouts could be downloaded to a "swag bag" in PDF format, which saved me lots of time.

Our GSIG board concluded the conference with our business meeting where we were excited to share the highlights of our group's progress over the past year and show appreciation for our team members. I also was also elected as Social Chair again for the 2020-2021 year, which makes me feel so honored.

Next Year

This year was extremely hard for everyone, but we did it! We kept our research, teaching, and thinking as scholars going. Looking forward to hopefully having us all get-together again in New Orleans next year!



Shudan Huang is a second-year doctoral student at the University of South Carolina School of Journalism and Mass Communications and is the GSIG's Social Chair.

FACULTY SPOTLIGHT:

DR. HOLLY OVERTON

Get to know Dr. Holly Overton Associate Professor at the University of South Carolina School of Journalism and Mass Communications. She was a panelist during the panel, "How to Find and Maintain a Research Agenda," co-sponsored by GSIG and the Visual Communication Division. GSIG Social Chair, Shudan Huang interviewed Dr. Overton about her work and experiences.



SH: Hi Dr. Holly Overton, It's my great honor to interview you as the distinguished guest of GSIG's Faculty Spotlight column, thank you! I know you have achieved great success in the School of Journalism and Mass Communication at the University of South Carolina. You have created the Public Relations/Strategic Communications Research Group for master's and doctoral students at USC. In your group, students and faculty collaborate to produce high-quality research papers and have already won so many awards from the 2018 and 2019 International Public Relations Research Conference. Amazing achievements! Congratulations to you and your students!

Dr. Overton: Thank you so much for the kind introduction. It is such an honor to have the opportunity to work with many talented graduate students at the University of South Carolina and beyond. The students in our research group have made many notable achievements, and I am just so thankful to work with such a collaborative, supportive group.

SH: Great! In the following time, I would like to ask you some specific questions about your work, please share your experience and ideas with us.

What are your tips for networking and interacting with colleagues?

When I was a first-year doctoral student, my advisor (Dr. Denise Bortree at Penn State University) encouraged me to get involved with professional organizations like AEJMC. I immediately got involved with the Graduate Student Liaison Committee in the Public Relations Division, attended as many conferences as I could, and went to paper and panel presentations and as many other programming opportunities as I could. Through active participation, I developed a strong network of colleagues around the world, and those relationships are even stronger today. I believe networking and interacting with peer colleagues in the field starts when you are student and that continuing to nurture those relationships over years will offer endless opportunities for collaboration and support.

What are your best tips for collaboration and shared research endeavors?

Collaboration is key for researchers in any discipline, and most especially in ours. It is important to approach every collaboration professionally, graciously, and ethically. Clear, honest communication is important, and it's important to be organized and to always follow through on your commitments. I also think it's important to always elevate others and that working together collaboratively will take you further than approaching things competitively

How do you usually manage requests to collaborate?

I enjoy collaborating with graduate students and colleagues often. When I receive a request, I often ask about the collaborator's goal timeline, how I can best contribute, and how else I can be supportive. I always try to establish goals and expectations upfront to ensure that I am a good fit for the project and to see if I have the bandwidth to take on the project.

How do you recognize a good opportunity and also when to say "no" to a project?

It's difficult but important to be honest with yourself about how much you can effectively take on and to consider how your inability to say "no" to a project (when you really should) can ultimately hurt the collaboration. Therefore, I have tried to recognize my limits by listing all of my research projects on a white board along with the status/timeline and consulting that list every time a new research opportunity arises. If I can't confidently say that I can give 100%, I politely decline collaboration requests. I also appreciate when people are honest with me about their limits. Nothing is worse than having someone commit and then become unresponsive. Again, it's important to always be gracious and collaborative in your approach, even if you are saying "no."

Are there any tips for initiating shared research projects?

I think approaches vary and different types of approaches work better for different people. For me, personally, I typically approach shared research projects in a straightforward fashion. I first consider the expertise and interest levels of potential collaborators and then approach them with a clear idea. While you may not always be able to have details fleshed out at this point, I think the more information you can offer a potential collaborator indicates that you are approaching the collaboration thoughtfully and that your study conceptualization is feasible.

How about working with graduate students? As we know, you manage a research team and learn the ins and outs of that process. How did you establish a team, ensuring that authorship is fair and everyone is pulling their weight?

My research group has formal meetings every week. At the beginning of each semester, we discuss collaboration best practices and review our school's recommended collaboration guidelines. We abide by these best practices and guidelines. In our group, every author must make active, meaningful contributions to a project to earn authorship. Whenever possible, we discuss authorship, workload, and expectations upfront and create a project timeline with deadlines. We encourage group members to bring ideas for discussion any time, and typically when someone brings an idea, that person leads the project. Because of our clear communication and supportive environment, we have never had authorship concerns. In addition to the research group, I approach collaborations with graduate students just like any other colleague. I think it is important to empower graduate students and to afford them opportunities to lead research projects whenever possible. My general approach is that authorship is always earned and determined fairly.

What did you learn in your experience about avoiding conflict, specifically over research contributions and authorship discussions?

Communication is key. Many conflicts are often misunderstandings that can easily be resolved through effective communication. For graduate students, it may be best to consult a faculty mentor when difficult situations arise. Again, I can't emphasize enough how helpful it can be to collectively establish expectations upfront and to always put in your best effort.

Do you prefer to do solo work or collaborative? Why?

Some may disagree, but I have found that our discipline has become more collaborative in nature and that it is through these collaborations that professional relationships are cultivated. I enjoy doing both types of work, but I think some of the type of work one does may also be a reflection of his/her institution's expectations. It is rewarding to sometimes complete a solo project, but the collaborative aspect is especially meaningful.

How do you recommend maximizing the conference experience to form new connections?

Get involved. Go to sessions and (perhaps more importantly) the other events such as division socials, graduate student networking opportunities, mentorship coffees, and more. Step out of your comfort zone, introduce yourself to people, and go up to presenters after a presentation to comment on their work.

Is there anything else you would like to add that you believe would be important for early career scholars getting involved in research to know?

Collaborate wisely and search for good mentors who support your work. It is important to maintain a research flow that is productive but manageable. And most importantly, as you begin to define your research agenda, focus on topics that are meaningful to you.



UNIVERSITY OF
SOUTH CAROLINA
School of Journalism and
Mass Communications

Dr. Holly Overton is an Associate Professor at the University of South Carolina School of Journalism and Mass Communications. She teaches graduate and undergraduate courses in public relations and strategic communications. Her research focuses on public relations in the areas of corporate social responsibility communication, corporate social advocacy, and sustainability communication. Recently, Overton was appointed as a Senior Research Fellow with the Arthur W. Page Center for Integrity in Public Communication (2020-2024).

FACULTY SPOTLIGHT:
DR. SOOJUNG KIM



Dr. Soojung Kim, Assistant Professor at the University of North Dakota, spent time talking with CSIG Communications Chair, Emily Buteau, for a quick Q&A. Dr. Kim describes her experiences in academia and shares some advice for graduate students.

What was your path to academia like?

I majored in Communication and Psychology at Korea University and I obtained my Master's and Ph.D. in Mass Communication at the University of Minnesota. After graduating the college, I was involved in a national branding campaign called Dynamic Korea campaign where it promotes South Korea to foreign countries. I was fascinated by the strategic communication planning with an international perspective, and this experience was a big part of my decision to pursue graduate degrees at Minnesota.

What is your research area?

I focus on the strategic use of social and mobile media in marketing communications as well as public health and science communication. I am very interested in identifying effective strategies of social and mobile media in understanding consumer behaviors, increasing the awareness of health and science issues, and changing individuals' health behaviors.

What are some of your hobbies and interests?

I do love spending time with my family and cooking and baking for them. I also love to travel, but unfortunately, that will be on hold for a while!

How do you balance teaching, research, and your personal life?

I struggled with this quite a bit when I was a graduate student because I am such a goal-oriented person. I pushed myself hard to publish a lot, which isn't a bad thing at all. But I realized and learned that I have to educate myself how to keep the balance between teaching, research, and my personal life. That became much more important after I had my son. So, I changed my perspective and schedule. First, I entirely focus on myself and my family during the weekends. I try not to think about research and teaching at all over the weekends. Also, I set aside couple hours every day for teaching and writing so that I can complete my goals in a short period of time. Everyone has only 24 hours a day, and it's all about how to prioritize life responsibilities!

Do you have any advice for current graduate students?

Being a graduate student can be stressful in many aspects. If I were to go back 10 years ago and choose to pursue graduate degrees or something else again, I would still choose to go to a graduate school. Being able to generate new knowledge and raise the future leaders of our society is such a privilege. Keep your eyes on the prize while give yourself a break from time to time! Ultimately, you will go through this process, and you will love it

"Everyone has only 24 hours in a day, and it's all about how to prioritize life responsibilities!"



Dr. Soojung Kim is an Associate Professor in the University of North Dakota's Communication Department in the university's College of Arts and Sciences. She received her PhD from the University of Minnesota. Her research focuses on the strategic use of social and mobile media. In particular, her research focuses on: (1) consumer responses to online and digital advertising and (2) increasing the awareness of public health issues and changing health behaviors by using effective social and mobile media strategies.

***GSIG STUDENT MEMBER SPOTLIGHT:
CHRISTOPHER T.
ASSAF***

Christopher T. Assaf is an incoming Ph.D. student at the University of Texas at Austin. He spoke with outgoing GSIG research co-chair Vincent Peña about pursuing a PhD and his research interests and academic goals.



Please describe what your research interests are.

My research involves visual communication theory, visual storyteller practice, photojournalism history, and visual semantics.

Talk about some of the projects you have worked on and what you plan to do next.

My thesis investigated the historical factors affecting the convergence of video and still platforms at legacy media in the twenty-first century and the responses of the photojournalists tasked with multitasking using video technology. I also researched myths surrounding war photographer Robert Capa and the hegemonic masculinity that pervades the top niche of photojournalism. I plan to look further into the discourse surrounding photojournalists and their work, as well as the effects of word-centric leadership and culture at legacy media on visual practice and development.

What did you do before grad school and what made you decide to pursue a graduate degree?

The majority of my professional career was spent in newspapers and magazines as a photojournalist or photo editor after earning my undergraduate at Kansas State. I have worked in California, Maine, Chicago, and Baltimore. I spent 13 years with The Baltimore Sun, first as a staff photographer, then multimedia editor and finally as visuals content editor for Sundays and special projects. I shared in the Baltimore Sun's 2015 recognition as a Pulitzer finalist for breaking news for coverage of Freddie Gray's death in police custody and the subsequent unrest. I have always wanted to be a part of academia and had been an adjunct at the University of Maryland and Community College of Baltimore County. As I turned to the next chapter of my life I decided it was the right time to take the dive. As economic, cultural, and structural changes in society and the industry change the business and practice of journalism, I am deeply interested in helping find ways to help the industry be stronger, regain trust, and understand itself to a greater degree.

Why did you decide to attend the University of Texas for your masters?

My girlfriend lived in Austin, and as I was going to be moving to Austin and wanted to move into academics and become a professor it seemed the right place to attend.

Why did you decide to stay at UT for your doctorate?

My supervisor and the pandemic combined to keep me here. The faculty in the School of Journalism and Media is stellar and I really enjoyed working with my graduate and thesis supervisor. I applied to several schools and made one visit before the pandemic shut everything down nationwide, but the idea of trying to move and start anew as the country became cleaved by medical and partisan differences seemed like an untenable and unsafe idea.

What are you most excited about as you pursue your PhD?

Becoming a better academic and instructor. I want to write and be good at it, and get published, but overall I want to be a good academic others turn to for help and reassurance as well as a quality instructor.

What are your long-term academic goals?

My primary goal is to help the visual storytellers who have been hard hit by economic and pandemic tumult, as well as begin a historical understanding of photojournalism and its transformations since the turn of the century and the move to digital imagery. I am also interested in being a visual communication professor who helps students become better visual storytellers and achieve their goals in whatever field they decide upon.

What tips/advice do you have for incoming graduate students, either for their master's or PhD?

- 1 Breathe. Always remember to breathe.**
- 2 Despite the feelings of being overwhelmed, inadequacy, and impostor syndrome (which hits EVERYBODY), you can do this.**
- 3 Do not be afraid to ask for help.**
- 4 Start early using citation software like Zotero (my choice), Mendeley, or Endnote.**
- 5 Sleep.**



**Christopher T. Assaf is an incoming PhD student at
University of Texas at Austin.**

GET TO KNOW OUR EXECUTIVE BOARD

Meet the current 2020-2021 GSIG Board Members

Amanda is a doctoral candidate at the University of Florida. Her research interests include how social networking interactions influence maternal health decision-making, particularly in regard to vaccine hesitancy. Amanda is originally from Huntsville, Alabama and received her B.A. in Journalism from the University of Alabama and her M.S. in Integrated Marketing Communication from West Virginia University. Her professional experience includes three years as the public relations manager of Preferred Medical Group which includes three clinics and six providers in pediatrics, family practice, and child psychology and one year as a marketing director for Chick-fil-A in Lawton, Oklahoma. Additionally, Amanda owned her own social media consulting firm, Backward Bullseye Branding, and worked as an adjunct instructor in public speaking at Cameron University.



Chair
Amanda Bradshaw
University of Florida

Hayley Markovich is a third year doctoral student in the College of Journalism and Communications at the University of Florida. Her research interests focus on gender and racial bias in American healthcare. She focuses particularly on women's health topics from the patient perspective. Specifically, her interests range from gender bias in direct to consumer pharmaceutical advertising to patient provider communications. She investigates these topics via interpersonal contexts through a lifespan paradigm and critical, interpretivist lenses. She received her Master of Arts in Communication from Auburn University and her Bachelor of Arts in Public Relations and Strategic Communications and Literary Studies from American University. In 2018 she was received the Susan L. Brinson Graduate Teaching Award at Auburn University's School of Communication, and Journalism. She has been instructor of record for both public speaking classes as well as social media management.



Vice Chair
Hayley Markovich
University of Florida

**Research Chair I****Erika J. Schneider****University of Missouri - Columbia**

Erika is in her final year in the doctoral program at the University of Missouri's School of Journalism. Her work contributes to public relations by driving research in risk perceptions and optimizing post-crisis outcomes to reduce the effects of a crisis felt by stakeholders. She enjoys teaching courses in public relations to welcome new perspectives in academic conversations. In her free time, she likes taking up new hobbies, such as learning macrame, new languages, and woodworking.

**Research Chair II****Sai Datta Mikkilineni****Clemson University**

Sai is a master's student at Clemson University. His primary research interest is sports communication where he is particularly interested in the representation of minority athletes in media and the effects of it. Additionally, he also looks at how people experience and project fandom in online communities. Sai's a hardcore gamer, and, when not working, you can see him playing DOTA or CS:GO. A college football devotee, he advocates for Clemson to receive a direct entry to the National Championship every year.

**Research Chair III****Olushola Aromona****University of Kansas**

Shola Aromona is pursuing her PhD at the William Allen White School of Journalism and Mass Communications, University of Kansas. Her research interests center on political communication, gender, and social media for political advocacy and social change. She is primarily interested in the interaction of gender in the communication strategies of political elites on social media and the effects on the public. Shola has taught classes on media literacy and information management and is excited about helping students realize their dreams and succeed in their academic pursuits.

Alexis is a second-year doctoral student at the University of Florida College of Journalism and Communications. She earned her master's in mass communication and bachelor's in public relations from UF. Her research focuses on public relations measurement and evaluation and corporate purpose. Alexis has worked in communications at PRIME Research, UF Health, the UF College of Education and public relations agencies in her hometown of Jacksonville, FL.



Public Relations Chair

Alexis Bajalia

University of Florida

Matthew comes from a background and career spent in journalism and that of filmmaking. Having worked in news stations in Austin, Texas and in Topeka, Kansas, Matt is at home in, and enjoys the challenge and excitement of a newsroom, but has also produced a number of freelance video projects, documentaries and short films. He has served in a number of public relations and marketing entities throughout Kansas. Matt earned his Master of Science degree in Journalism and Mass Communications from Kansas State University and studied radio-television and film as an undergraduate student at the University of Texas. As a doctoral student in the William Allen White School of Journalism and Mass Communications at the University of Kansas, his research interests are in news and source credibility, media and information literacy and in combating fake news.



PF&R Chair

Matt Blomberg

University of Kansas

Shudan Huang is a second-year doctoral student at the University of South Carolina School of Journalism and Mass Communications. Her research focuses on journalism studies, public relations and feminism. She has experience as a journalist, news editor and documentary director, previously working at China Arab TV and CCTV. She has also directed a feminism documentary called The Burmese Bride.



Social Chair

Shudan Huang

University of South Carolina



Communications Chair
Emily Buteau
University of North Dakota

Emily is a second-year Ph.D. student at the University of North Dakota in the International and Intercultural Communication Program. Her research interests include advertising and journalism content on social media, as well as new communication technology. She received her B.A. and M.A. in Communication from UND. She enjoys teaching public speaking classes. Emily's hobbies include reading, cooking, doing crafts, and traveling with her husband.



Teaching Chair
Eve Heffron
University of Florida

Eve Heffron is in her second-year of her doctoral program in the Department of Public Relations at the University of Florida. Her research interests include stakeholder communication, corporate social advocacy (CSA), and corporate purpose communication. She was the 2019 recipient of the University of Central Florida Outstanding Master's Thesis Award and has been teaching since fall 2018 as a graduate instructor. She received her BA in International and Global Studies and her MA in Communication from the University of Central Florida where she also received a certificate in Corporate Communication and a certificate in Intelligence and National Security. In her free time, she enjoys horseback riding, water sports, and traveling to satisfy her foodie needs.



Assistant Teaching Chair
Lisa D. Lenoir
University of Missouri-Columbia

Lisa D. Lenoir is in the third year of her Ph.D. program, studying media sociology in the Missouri School of Journalism, University of Missouri-Columbia. She received her B.A. in Journalism from Indiana University, Bloomington, Ind., and her M.S. in International Public Service from DePaul University, Chicago. She brings to her studies experience as a professional journalist and college instructor, teaching theoretical and skills-based-related courses in strategic communication and journalism. Her research uses a critical and cultural lens to explore contemporary cultural phenomenon in media discourses. Areas of interest include journalism studies, activism, and identity and consumer culture. When she's not teaching and studying, she loves to garden (cultivating her herbs, succulents, and orchid); practice her calligraphy and drawing skills; read; knit; and travel the world with family and friends.

Eliana is a first-year doctoral student in the College of Journalism and Communications at the University of Florida. Her research interests include political communication, selective exposure, and social identity theory. She received her master's in mass communication at the University of Florida and her bachelor's in English with a focus on editing, writing, and media from Florida State University. In her free time, Eliana enjoys baking, reading, and crafting.



Media Content Creator
Eliana DuBosar
University of Florida

Rachel is in her second year of her masters program at the University of Memphis studying media research. After receiving her bachelor's degree in public relations from the same university, Rachel decided to pursue a masters and then will pursue a doctorate degree once her masters is completed because her goal is to become a professor. Her research interests include crisis communication, LGBTQ+ studies, health communication, and social media activism. In her free time, she enjoys spending time with her partner and two cats, running outside, and sketching.



Media Content Creator
Rachel Stark
University of Memphis

Annalise is in her first year of her PhD program in Journalism at the University of Kansas, Lawrence. She received her master's degree from KU and her undergraduate degree in Social Sciences at the University of Zurich, Switzerland. Her research interests include advertising and business communications as well as social media, digital media and new technology. Outside academia, she enjoys playing tennis, trail hiking, horse riding, and spending time with friends and family.



Media Content Creator
Annalise Baines
University of Kansas



Membership Chair

Joyce Yanru Jiang

University of Southern California

Joyce is a double master's student at the University of Southern California, majoring in Communication Management and Financial Engineering. She has a B.S in Business Administration at the USC Marshall School. Her research interest is political communication, with an emphasis on computational methods and media effects. She also has experience in conducting anthology research of socio-political participation and education of ethnic minorities in Hong Kong. She likes vintage decoration, baking, hiking, coding and preparing for Marathon in her free time!



Reviewer Coordinator

Sunny Qin

University of Florida

Sunny is a third-year doctoral student in the Department of Public Relations at the University of Florida. Her research interests focus on internal communication, corporate communication, leadership communication, relationship management, and corporate purpose communication. As a graduate instructor, she taught the Public Relations Research Method. In her free time, she enjoys cooking, trying different recipes, and doing workout to find a balance of being a foodie and being healthy :)



Membership Chair

Brian Delaney

Drexel University

Brian is in the final year of his doctoral program in Educational Leadership and Learning Technologies at Drexel University in Philadelphia. An award-winning sports journalist in newspapers, digital, and radio over 15 years, Brian taught journalism courses from 2012-2017 at the Ithaca College Park School of Communications. His research applies the learning sciences to journalism education and critical thinking contexts. At Drexel, Brian is Founding Co-Editor of the Emerging Voices in Education (EViE) journal, and Co-Founder of the Education, Learning, and Brain Sciences (E-LaBS) Research Collaborative.

Patrick is a first-year Ph.D. student in the School of Journalism and Mass Communication at the University of Iowa. He received both his bachelor's (secondary education and journalism) and master's (communication) degrees from Marquette University, where he also served as an adjunct professor. Prior to returning to academia, Patrick was a full-time high school media teacher and adviser. His research interests focus on news and media literacies, as well as the intersection of sexual health, media education of adolescents and young adults, and media ethics. He also is interested in political communication and the role news literacy plays in engaging youth in civic responsibilities. In his free time, Patrick watches far too many horror films, spends ample amounts of time with family, and enjoys being creative, engaging in politics, and getting riled up about college football and basketball.

Sohana Nasrin is a Ph.D. candidate at the Philip Merrill College of Journalism at the University of Maryland, College Park. Her research focuses on alternative media, social movements, and visuals. She has a master's in media management from the University of Oklahoma and a bachelor's in English Literature, Communication and Rhetoric from Nazareth College. Sohana is an avid road tripper and is hoping to visit all 50 states. She is also passionate about photography, cooking, knitting, and cats.

Monique is an Assistant Professor, beginning her 4th year on the tenure track at the Missouri School of Journalism (Strategic Communication). Her research looks at how people communicate about and understand health, disease, and maladies. In her free time, she loves to cook, garden, play videogames, read, and spend time with friends.



Pre-Conference Chair
Patrick Johnson
 University of Iowa



Regional Conference Co-Chair
Sohana Nasrin
 University of Maryland



Regional Conference
Co-Chair & Faculty Liason
Monique Luisi, Ph.D.
 University of Missouri-Columbia

**Offsite Tour Chair****Casey Yetter****University of Oklahoma**

Casey is in her second year of doctoral study in the Gaylord College of Journalism and Mass Communication at the University of Oklahoma. She received her master's degree in digital media from Sam Houston State University where she was also an adjunct professor. Her research interests include journalism, fandom, entertainment studies, television and audience studies. In her free time, Casey is a huge baseball fan and is attempting to see her hometown Houston Astros play in all 30 Major League Baseball parks with her dad.

**Assistant PF&R Chair****Sophia Mueller****University of Florida**

Sophia Mueller is a second-year Ph.D. student in the department of Advertising in the College of Journalism and Communications at the University of Florida. She previously completed her Bachelor's in International Business (emphasis in Marketing) and Master's in Business Administration (emphasis in Marketing) at San Diego State University. Her research explores corporate social responsibility appeals in advertising, in addition to the reflection of societal trends in commercial messages, and examines the responses of consumers toward such communications. Outside of academics and research, she has a passion for traveling and experiencing new cultures, and enjoys exploring museums and new restaurants wherever she goes.

Call for Proposals

Have an idea for a panel for AEJMC 2021? Be sure to send us a panel proposal by September 15

There are 3 types of panels you can consider:

- **Professional Freedom & Responsibility (PF&R):** PF&R panel topics should address free expression, ethics, media criticism and accountability, racial, gender or cultural inclusiveness, and/or public service.
- **Teaching:** Teaching panels can address anything in the field of mass communication education at the college/university level, including mentorship and advising.
- **Research:** Research panels can encompass a wide array of theoretical and methodological approaches to studying mass communication and are welcome to address current research trends and challenges in the field.

Please Include the Following Info:

- Tentative Panel Title
- PanelType (Research, Teaching, or PF&R)
- Potential Co-Sponsors (division or interest group that might be interested in co-sponsoring your panel)
- Panel Description/Summary (describe a key issue or subject matter addressed in your panel)
- Proposed Moderator (This can be you, or someone else. It can be also be TBD.)
- Possible Panelists (list potential panelists, their affiliation, & contact information)
- Panel Contact (name, affiliation, and contact information of the person proposing the panel)

Please send Panel Proposals to Hayley Markovich at h.markovich@ufl.edu by September 15