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GSIG

Hello GSIG Members,

We hope you are doing well in these uncertain times and taking care of yourselves mentally, physically, and emotionally.

This season's newsletter covers a lot of interesting information, so be sure to take a look inside.

Our executive board compiled a list of tips and tricks you may find helpful (on page 3) as we navigate our new normals.

We have updates on page 4 about the 2020 AEJMC national conference submissions, including extended abstracts and information about GSIG's events in San Francisco this year!

Our main features this time are conversations with two esteemed communication scholars. The first is Dr. Jennifer Greer from the University of Kentucky providing insight into graduate education and conference advice. The second is Dr. Ted Spiker from the University of Florida with teaching advice. These are on pages 6 and 8.

Lastly, take note of the call for submissions for an upcoming special issue of Journal of Advertising Education, found on page 10.

Stay healthy and safe everyone.

About GSIG

GSIG (formerly known as the Graduate Education Interest Group) was created in 1991 by graduate students who were concerned about addressing graduate issues and representation within the larger body of the AEJMC.

Today, our membership includes graduate students and faculty who are interested in sharing resources and improving the quality of graduate education in journalism and mass communication.

Our name was officially changed to the Graduate Student Interest Group (GSIG) at the 2011 AEJMC annual meeting. While a substantial portion of our graduate student-centered programming takes place at the annual AEJMC national convention, GSIG also participates in the AEJMC Midwinter Conference in order to enable even more graduate students to present research in a conference setting



Why Join GSIG?

BEING A MEMBER OF OUR INTEREST GROUP HAS SOME GREAT BENEFITS

- Be up to date with current job openings/job hub deadlines.
- Submit your paper to our Open Paper Call each year for either the MidWinter or National AEJMC conference.
- Come to our exclusive annual pre-conference session, which is designed to walk doctoral students through the process of maximizing your Ph.D. program to eventually landing your dream job!
- The ability to network and collaborate with graduate students and faculty from different schools and programs.
- Take on a leadership role, which also counts as service for your CV.

Coping During COVID-19

Whether you are a student, teacher, or both, members of our executive board put together a few tips and tricks for adjusting to this new normal.

- Try to mirror your normal routine. For instance, if your professors are pre-recording lectures, watch them during the time your class would normally take place. This will prevent you from feeling behind later on.
- Try dedicating days to certain classes. Maybe you have a Methods class on Wednesdays. Make Wednesday your “Methods” day, and work on weekly readings/assignments for that class each Wednesday and so on for your other classes. This helps make sure you stay on top of your assignments and prevents assignments from piling up later in the week (or weekend!)
- Show yourself grace if you don't complete all of your assignments/tasks you wanted to each day. Give yourself credit for what you DID do.
- Just like you make time for your assignments, make time for self-care. Each day, do something you enjoy – whether it's cooking, going for a walk, exercising, talking with a family member. Your mental health should be just as much as a priority as your course work.
- Virtually interact with students who are in the same situation as you. Schedule Zoom chats with your cohort just to catch up!
- Think positively – maybe these changes mean you can spend less time commuting to class and more time being productive. If you're teaching, maybe you will be able to tell employers one day how you pivoted quickly and put your class online.
- New to online teaching? Your students might new to online learning! Talk to each other about expectations and don't be afraid to admit an error during "trial and error" periods. Whether it was bad luck, such as weather interfering with connectivity, or misjudgment, set the standard of accepting glitches and adapting to circumstances.
- Before you open your Zoom session, check your surroundings. Is the lighting okay? Is the background distracting? Is the dishwasher running? Try to find a quiet space with great lighting. You can also create a default setting in Zoom that allows you to enter with your mic and video turned off. You can turn on those features once you are comfortable.
- Stay connected with resources! During down-time, surf the web for blogs and forums that provide strategies for online teaching and learning. There are many out there!
- Set the schedule. Working from home can bring the procrastination out of all of us. Writing out a schedule can help you block out hours to dedicate effort to a specific project. Repeat this schedule and instill a routine that fits your needs.

Submitting to AEJMC 2020- Updates

THE SUBMISSION DEADLINE FOR AEJMC HAS BEEN EXTENDED AND NOW INCLUDES EXTENDED ABSTRACTS AS WELL AS FULL PAPERS

GSIG Paper Call National Conference 2020

- GSIG accepts research from all theoretical and methodological perspectives addressing any topic in journalism, media, or mass communication.
- Use Microsoft Word or PDF format
- Include an abstract of 75 words
- Papers should be no more than 25 pages, not counting references, tables or appendices.
- Use Times New Roman, 12-point font, with 1-inch margins, double-spaced and use APA style.
- Submit the paper via the AEJMC website to the AEJMC GSIG group. The paper must be uploaded to the server no later than 11:59 P.M. CDT April 9, 2020.



AEJMC Accepting Extended Abstracts for 2020

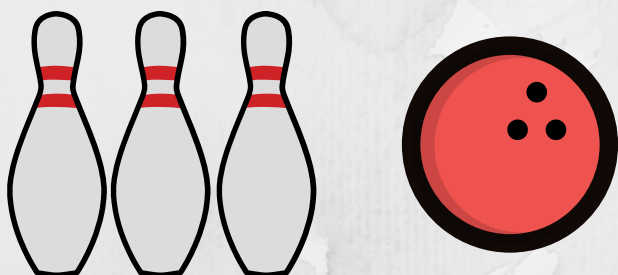
- Extended abstracts should contain all of the same content sections/elements that would normally be used in the division or interest group's paper submissions, including the study's purpose, literature review, research questions and/or hypotheses, method, findings and discussion/conclusion.
- Data collection and analysis must be at least 75% complete in order to meaningfully report tentative findings and conclusions. Authors should clearly report in the Method and Findings sections how far along the data collection and analysis phases are, and explain what steps remain and the anticipated value/contribution of these steps, so that reviewers can assess the foundations on which conclusions are based.
- When submitting in this format, authors must include the words Extended Abstract at the start of their paper title (e.g., "Extended Abstract: [Your paper title]"). Authors should clearly indicate the same on the title page of their submission. Submissions that are not appropriately labeled may be rejected.
- When creating the file for upload, please insert the 75-word summary of the abstract at the beginning of the extended abstract, so that this is what readers and reviewers see first.
- Please ensure all identifying author information has been removed for extended abstract submissions and that title pages do not contain author information.
- Other than the extended abstract format and ineligibility for award competitions, all other AEJMC Uniform Paper Guidelines apply.

Getting Involved with GSIG

From socializing with us at the 2020 conference to becoming a member of our executive board, below are opportunities for you to get involved with GSIG.

Bowling with the History Division

This year GSIG will be joining the History Division for an offsite bowling activity during the pre-conference. August 5. We will meet in the lobby at 8pm and walk over together. The event is mainly pay-your-own way, though some expenses will be covered. Please let us know if you want to attend by August 1, 2020, by emailing Amanda Bradshaw at abradshaw1@ufl.edu.



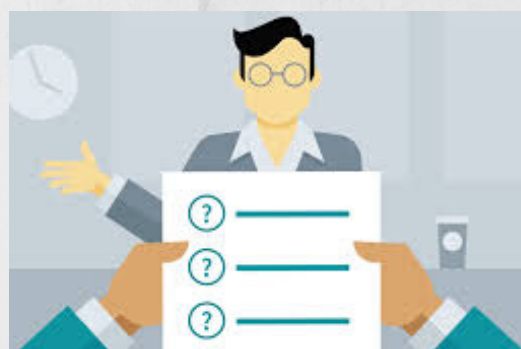
Want to be a GSIG Executive Board Member?

Holding a leadership role in GSIG counts as a line on your CV and provides great networking opportunities.

To be considered for a board position, you will need to attend our Business Meeting at the National Conference in San Francisco. It is an open vote and election.

GSIG Pre-conference Session

So you want to learn how to be a journal reviewer? At the conference this year, we will be meeting with staff from Journalism & Mass Communication Quarterly to share about their reviewer trainee program. The entire session is designed to build your CV and provide tips for success on the job market!



Be a GSIG Conference Reviewer

If you would like to volunteer to be a reviewer for GSIG for this year's national conference, please contact Research Chair Moritz Cleve at mcleve@ufl.edu for more information.

Graduate Education and GSIG, Oh My: A Discussion with Dr. Jennifer Greer

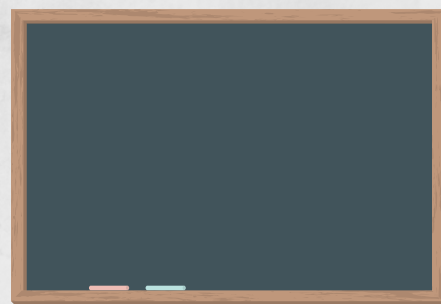
Dr. Greer spent time talking with GSIG Communications Chair, Hayley Markovich, to share her perspective on graduate education as well as her best advice for graduate students and faculty getting involved in AEJMC and GSIG.

What do you want students to know going into a PhD program? What advice do you have for people considering a doctoral program?

Not every program is alike, and I think students really need to do their homework about what the program focuses on, how it's structured, what experience they're going to get, and where the graduates of that program are going. You can tell a lot about a program by what its students are doing.

Moreover, some schools will have more of a college-wide interdisciplinary program. Other schools are more narrowly focused by sub-disciplines, so you get a little bit of a different flavor depending on the way the program is structured. That structure will affect what type of work you're going to do and who will be on your committee.

"I think it's really important to know that different career paths are completely acceptable and valuable."



What would you say are some current themes in our field in regard to graduate education?

One issue I have heard discussed and am glad that we're talking about is that there was almost a stigma in the past that if somebody went out from a large R1 school and they ended up in a primarily teaching focused institution, that was somehow lesser of a job for people to get. Also, the idea that programs were so focused on producing people who were only going to be placed at R1s. There are people who may have a goal of being in a primarily teaching institution. That's not to say that research is not something they enjoy or something they don't want to do. It's just that their passion lies in undergraduate instruction.

Why would you recommend students join AEJMC?

GSIG was started as a way for graduate students to have a voice on the Council of Divisions. I think it can play a very key role in socialization to the Academy because a lot of folks who have come in straight from the profession to a PhD program or have come from a more professionally oriented master's program might not understand or have a really good feel for the conference environment, the associations, or how to judge a paper or run research competitions. In GSIG, the graduate students do not get lost because they are the leaders. You not only socialize but also gain leadership skills that will help you throughout your career. You're learning to work with teams and set goals and visions for your organization and network.

In GSIG, graduate students plan and execute the programming, judging papers, everything. You can play a much more key role and a much bigger leading role as a grad student in all of the activities in GSIG. The graduate students get to call the shots because although there are people like me who are faculty members of GSIG, we play more of an advisory role. I think there's a huge benefit for graduate students to see the inner workings of how things are done. That way, you can go on to being a leader in a large division and ultimately an association because you're learning the structure and the norms the organization from the ground up in GSIG.

Anything else you want our members to know?

I think the big advice I give to anybody, whether they're a first year doc student or established faculty, is take advantage of everything that a conference has to offer when you're there. Take time to get the most out of what you can because those networks and the connections that you build at either the regionals or the annual conference, they can shape your career.

For anyone in academia, you always represent yourself in everything you do. The impressions that we make, in the little moments in between these big sessions, are the ones that can make or break a career. Being polished in what you're doing in the formal parts is incredibly important. But we need to not forget the informal parts.

"In my personal experience, where I have made deep connections with people that have translated into big moments in my life, either personally or professionally, have been in those kind of unstructured, non-formal connections that I've made at conferences and beyond."



Dr. Jennifer D. Greer is the current Dean of the University of Kentucky College of Communication and Information. Greer is a past AEJMC national president from 2017-2018. She has been a member of AEJMC since 1993, holding many leadership roles in various divisions and committees including head of Mass Communication and Society Division, and chair of the AEJMC standing committee on teaching.

Creating a Classroom Environment of Strategic Novelty: Best Teaching Practices Your Department Chair Wants You To Know

Professor Spiker met with GSIG Head, Amanda Bradshaw, to share some of his lessons learned over the years as well as best advice for graduate students and early career scholars jumping into the classroom in an instructional role.

General Best Practices

From a big picture perspective, nothing beats preparation; this is not just about knowledge and material but also about gaining the confidence to perform in front of a classroom and with your students.

The second thing is the importance of creating an environment that is structured and varied at the same time. It is not always easy to hold a classroom's attention the entire class period. Students want novelty. It's really all about strategic novelty, which delivers on the promise of the class and also keeps it humming along. This may involve discussions, leaving the room for a change of scenery, or whatever is relevant to the subject matter.

We all, as teachers, have to be in tune to when our strengths become our weaknesses. For example, if someone prides themselves on giving great feedback, when the feedback becomes so extensive that it's noise to the student or when it takes away from the instructor's own studies or responsibilities, that's a problem. The same principle can be applied to various strengths, such as being a strong presenter. The key is self-reflection and getting feedback from others.

Common Rookie Mistakes

Likewise, many instructors struggle with how to align the amount of work with the weight of the assignment. Students do perceive that the area where they are spending the most amount of their time (e.g. reading, working on a project, etc.) should be commensurate with the amount of graded points they receive for that effort. Instructors may face difficulties if they are trying to emphasize grammar, for instance, but only offering a one-point penalty for grammatical errors in a 100-point assignment. On the other hand, they should be wary, too, of deducting 40/100 points for just commas. It is a balance requiring careful consideration beforehand.

"Don't be afraid to reach out to people inside or outside of that subject area and get feedback on what you've already prepared- lecture prep, your syllabus, and grading schema. All of these materials are important to structure because they impact your experience as an instructor and the experience as a student."



"One common issue, which even experienced professors struggle with, is not establishing clear rubrics outlining assignment expectations. Rubrics provide clarity for both parties and reduces these potential instructor-student conflicts."

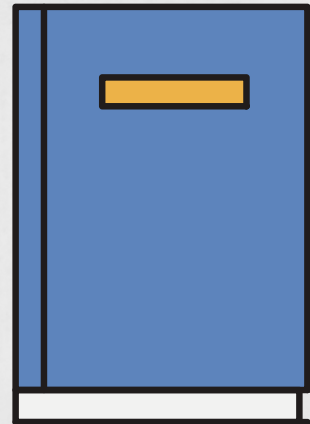
A Teaching Partner

Professor Spiker explained that he views a teaching assistant as more of a partner than an assistant. Rather than a “yes person,” he would prefer his TA to be an intellectual “gut check” — honest and willing to give constructive feedback on course materials to maximize students’ experience in the course. Teaching assistants are also invaluable if they are responsive and willing and able to “pinch hit” by filling in if the instructor of record has to go out of town or becomes unexpectedly ill. Faculty members can ask TAs to prepare two or three lectures at the beginning of the semester that are fully ready to go and can be implemented in case unexpected circumstances arise.

Rather than a “yes person,” he would prefer his TA to be an intellectual “gut check” — honest and willing to give constructive feedback on course materials to maximize students’ experience in the course.

Time Management and Prioritization

It is having a strong sense of what everyone preaches but is hard to execute — the idea of balance. A lot of first or second-year teachers will pour everything into their classes. They might dedicate a lot of time to adjusting materials to their new audience. In their minds, they justify that research can always wait another day or week. However, you must be able to devote attention to all of those pockets that need your attention. That first year is all about creating efficiencies that you can use over the next 4-5 years, setting yourself up to be efficient down the road in terms of your grading systems, baseline foundation for lectures, swirling away time for yourself for research and for personal time.



Professor Ted Spiker was named University of Florida Teacher of the Year for 2016-17 and currently serves as the chair of the department of journalism. He teaches Advanced Magazine Writing, Sports Media & Society (#SportsMediaUF), and other foundational journalism classes.

Call for Submissions: Journal of Advertising Education Special Issue

Journal of Advertising Education is currently accepting submissions for a Special Issue in Cases in International and Multicultural Advertising. The deadline for submission is October 15th, 2020.

Teaching cases are currently being solicited for an upcoming special issue of the Journal of Advertising Education (JAE) dedicated to International and Multicultural Advertising. A teaching case “encourages discussion and investigation, and is always accompanied by an instructors’ manual to guide the user in leading the case in the classroom” (Vega, 2017, p. 2). A special issue on international and multicultural advertising will satisfy a need among scholars and instructors in advertising and related fields for readily available resources that they can use in the classroom. We welcome classroom cases that meet the following criteria, developed from secondary or primary sources.

- Relates to the “International and Multicultural” theme.
- Includes teaching notes containing student questions and answers. Is categorized as either be a “decision” case or a “descriptive” case. A “decision” case requires students to make a decision based on the information in the case. A “descriptive” case requires students to assess the actions of a company and make recommendations to improve a theory, process, or decision, etc.
- Provides intellectual richness demonstrating applications of theory
- Is written in an easy-to-follow narrative featuring characters and conflict

The structure of the special issue articles will be similar to the general case study format. The article should contain an introduction, literature review and/or background, research questions, methods, results, and, references. In addition, the author(s) must provide a detailed teaching note describing how to use the case study in the classroom, with examples of discussion questions, assignments, learning objectives, etc. For more information about the structure, please see the templates below:

Suggested Case and Teaching Note Template Case (a minimum of 1500 words and maximum of 5000 words including references)

Introduction and Opening Hook
 Industry Background
 Company Background
 Key Products and Services
 Management Background
 Conclusion and Closing Hook
 References

Teaching Note (length at author's discretion)

Case Overview

Research Method

Learning Outcomes (LO)

Discussion Questions

Answers to Discussion Questions

Handouts (Optional)

General Discussion

Epilogue

References

Additional Pedagogical Materials (Optional)

The submission deadline is October 15, 2020.

Manuscripts from authors new to the Journal of Advertising Education are welcome.

All manuscripts should be submitted through the JAE online submission system at <https://journals.sagepub.com/home/adv>. Authors should select "SPECIAL ISSUE: Cases in International and Multicultural Advertising" as "Manuscript Type." Please also note in the cover letter that the submission is for the Special Issue on Cases in International and Multicultural Advertising. Manuscripts will be peer-reviewed.

For additional information regarding the Special Issue, please contact the guest editors at juliana@jou.ufl.edu and/or davisc7@ohio.edu

References

Vega, G. (2017). *The case writing workbook: A self-guided workshop*. NY, Routledge.

