



COMMISSION ON THE STATUS OF WOMEN

ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION (AEJMC)

Summer 2020

MESSAGE FROM THE CHAIR

Dear CSW Members,

My tenure as the Chair of the Commission concludes at a time when our struggles, as researchers and teachers, with many different issues seems endless and harder than ever. We have had to take our classes online with little time to prepare and even before we got a chance to start working on engaging students more effectively, we were faced with the enormity of racism in the country. For many us, this was an occasion to introduce in even greater detail issues of race, color and human rights in our classrooms. Making classes intersectional comes with its own share of complexities. For, traditionally, intersectionality assists in avoiding categories and helps us understand that identity is not a single entity and is a creation of the impact, context, oppression and privilege that span centuries. What are the most effective intersectional perspectives and models that we can effectively use in classrooms?

As a professor of color, teaching various classes on social media, technology and its use in journalism, focusing especially on their impact on human communication, I see from the ways students respond and bring up questions, that most learners are naturally intersectional and deeply interested in understanding how race, gender and social economic class interact to shapes different experiences. They are keen to know more about how intersectionality can be an effective tool for gender and economic justice. Classes that focus on gender, race and online hate often help students understand how gender, race and the ways we respond to them go beyond narrow categories and thus must be addressed in broader, more humanistic terms.

As protests around the murder of George Perry Floyd Jr. intensify, as teachers and educators, how can we encourage our students to think in ways that will enhance their ability of students to naturally consider intersectional approaches in their work? A recent paper that I worked on helped me gain some crucial insights. A group of professors with years of experiences teaching humanities courses said that younger students, especially those in undergraduate courses have an instinctual perception of intersectionality and this must be encouraged and developed by recommending different readings by various authors who address the issue. The idea is to help them go beyond the obvious and think about race and gendered in a more nuanced fashion. It is no longer enough to talk about universal collective experience termed as “woman” or “colored.” We must lean away from our overreliance on cultural explanations and boldly emphasize the role of structural factors like racism and other brutal inequalities. Graduate students must also be encouraged to engage in and design intersectional research studies that show us new methods to conceptualize and operationalize intersectionality. These are just some of the ways we can go beyond the simply adding concepts of race, gender and class to produce more nuanced courses. As Nancy Naples in a 2009 paper asks, “What are the limits and possibilities of different approaches to intersectionality for understanding and analyzing difference? How have social scientists taken up the call to intersectionality in their research?”

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CHAIR'S MESSAGE CONTINUED... Clearly, then it begins with understanding that as hard a concept as intersectionality is, it must never be treated as a sort of 'fix' but rather viewed as a way to approach issues with greater understanding and empathy. As I think about how we can make our pedagogy more intersectional, I am reminded of a poem by feminist poet, Aurora Levins Morales, that serves to deeply challenge our multiple and altering experiences multihued realities across time.

I am new.

History made me.

My first language was spanglish.

I was born at the crossroads and I am whole. —Morales (1990, p. 50)

Thank you,

Dr. Paromita Pain,

Assistant Professor, Global Media Studies, University of Nevada, Reno

<https://paromitapain.com/>



AEJMC 2020: Commission on the Status of Women The Donna Allen Award goes to Ida B. Wells Society

This year, the Commission is honoring the Ida B. Wells Society for Investigative Reporting with its Donna Allen Award for Feminist Advocacy for the society's efforts to identify, mentor and retain journalists of color. The Donna Allen Award recognizes feminist advocacy by a woman or group, and it honors Donna Allen, founder of the Women's Institute for Freedom of the Press in Washington, D.C.

The Ida B. Wells Society is housed within the Hussman School of Journalism and Media at UNC-Chapel Hill.

From the society's website: "The Society seeks to raise the awareness of, and opportunities for, investigative reporting among journalists of color and to foster the desire for social justice journalism and accountability reporting about racial injustice.

Although there are journalism membership organizations that provide training and skills building for investigative reporting and others that serve as advocates for diversity in newsrooms and media organizations, none of these groups adequately serve journalists of color who are interested in opportunities in investigative reporting.

Today, even as ongoing racial inequality roils the national landscape, too few of the journalists doing investigative reporting come from the communities suffering the most. The ranks of investigative reporters in the nation's newsrooms continue to be overwhelmingly white.

"Our mission is to do something about that."

You can learn more about what the Ida B Wells Society is up to by following it on Twitter @IBWellsSociety or visiting its website: <https://idabwellsociety.org/>

2020 TOP FACULTY PAPER AWARD: Q&A WITH TRACY EVERBACH



Tracy Everbach, Karen Weiller-Abels and Andrew Columbo-Dougovito won this year's Top Faculty Paper from the Commission on the Status of Women for their paper: "She's a lady; he's an athlete; they have overcome: Portrayals of gender and disability in the 2018 Paralympic Winter Games."

Tracy Everbach is professor of journalism in the Mayborn School of Journalism, University of North Texas (UNT). Her research focuses on representations of gender and race in media and on women in the journalism workplace. Karen Weiller-Abels is associate professor in the Department of Kinesiology, Health Promotion and Recreation at UNT. Her research focuses on media representation of women in sport. She has studied media coverage of the Olympic Games for many years. And Andrew Columbo-Dougovito is an assistant professor in the Department of Kinesiology, Health Promotion and Recreation at UNT. His research focuses on disability in sport.

Tracy is a member of CSW, while Karen and Andy are not since they are not specifically media researchers. Tracy joined CSW while a grad student and has been a member for nearly two decades and has served in various officer positions, including CSW chair. She responded to a few questions for us about the research team's project.

Why did you decide to join the Commission on the Status of Women?

I decided to join CSW because it matched with my research interests and I am so glad I did because I have met so many incredibly talented, intelligent and motivated women. CSW is truly my academic home.

What sparked your interest in researching topics of gender?

All my life I have been attuned to issues of gender inequity, and when I worked as a journalist in the late '80s and in the '90s I became acutely aware of discrimination against women in newsrooms and disparate representations of women in media. When I went to grad school after working in the industry, I discovered frameworks to study these inequities, expose them, and work to correct them.

Tell us about your award-winning paper. What did you do in your research project? How did you come up with the idea, and why is it important?

The idea actually was Karen's. She and I had served on some university committees together and we found that our research interests aligned. She suggested looking at women Paralympic athletes from an intersectional point of view. We looked at NBC's coverage of the 2018 Winter Paralympic Games to determine how the women athletes were portrayed versus the men and how athletes with disabilities were framed.

We found that women athletes were placed into traditional gender role frames, and that women were portrayed in a sexualized manner. We also found that athletes' disabilities were framed in a medicalized way, as something they should "overcome," and that Paralympic athletes with disabilities were portrayed as "less than" able-bodied athletes. Coverage of the Paralympic Games has not changed in the past decade, continuing to oppress women athletes with disabilities by stereotyping and marginalizing them, and stigmatizing both male and female athletes with disabilities by framing them as aspiring to be able-bodied.

What other research are you most excited about right now (something you're working on or that you've read)?

Karen and I are writing a chapter about Megan Rapinoe's celebrity and activism and what it means for the sports industry and society. Rapinoe is such a dynamic person that it makes it a lot of fun to study her. We also are working on a study about how LPGA players feel about the way they are represented in sports media

There's so much sad and frustrating news lately, tell us one good thing that you have experienced this year, despite all that has been going on.

I love this question! How about, won top paper for the Commission on the Status of Women for AEJMC for the first time!

Is there anything else you would like to share with CSW members?

You all are the best. I am so glad to count you as my colleagues and friends. §



Follow along with the Commission for conference updates and commentary during the virtual conference! Use the main conference hashtag, #AEJMC20 and the CSW hashtag #CSW_2020 as you attend AEJMC. Here are some other CSW accounts you may want to follow along with:

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and @CharliKerns

Social Media Committee: @jjmetzger,

@StineEckert and @ADProfKatie

2020 TOP STUDENT PAPER AWARD: Q&A WITH DANIELLE DEAVOURS

Tell us about your personal and professional backgrounds.

I am an instructor of multimedia journalism at the University of Montevallo, and a PhD candidate in media sociology at the University of Alabama. I worked for over a decade as an Emmy- and Murrow- award winning broadcast television producer; after my journalism career, I worked in nonprofit communication for the American Red Cross, American Heart Association, and UAB Medicine. This professional experience inspired my research on journalistic norms and routines, especially in crisis. My dissertation examines the neutrality of nonverbal communication of broadcast journalists during school shooting coverage.

My husband Patrick and I have been married 11 years, and we have a 5 year old daughter Skylar. We love our family time together, going on trips (preferably to Disney World), playing board games, or hiking and canoeing in our neighborhood.

When and why did you decide to join the Commission on the Status of Women?

I just joined CSW this year, and I'm so grateful to have the Commission on the Status of Women as a resource. As an early career professional, it is important to have a community that supports you as a scholar, while also providing encouragement from a personal perspective. CSW offers many resources for scholars at various levels of their career, including mentoring, job posting, and much more.

What sparked your interest in researching topics of gender?

Working in a male dominated field for most of my professional career, I saw and experienced ways that women were mistreated professionally and personally. I hope that my research on gender in journalism can inform some of the ways that taken-for-granted media practices affect the perception and representation of women in news. As a media sociologist, I also want to examine influences, both internal and external to the newsgathering process, that have made the industry so difficult for many female journalists.

Tell us about your award-winning paper. What did you do in your research project? How did you come up with the idea, and why is it important?

I wrote this paper during my first semester in my PhD program at the University of Alabama for a class focused on gender and race issues. I was interested in symbolic annihilation because as a journalist, you often consider sourcing as an objective, taken-for-granted practice. Typically, journalists use routinized and hegemonic sources without even thinking about it, despite sources controlling how a story is framed and interpreted. I felt sourcing practices by journalists could be contributing to symbolic annihilation of women, as previous research has shown men are dominantly used sources. I wondered in coverage of sexual harassment, where gender dynamics are critical, whether the hegemonic pattern of sourcing would continue. Sexual harassment coverage was important to me personally as victim of harassment in my journalism career and history of sexual assault. As one of the most covered sexual allegation cases in recent history, I felt the use and representation of sources in the media coverage of the Kavanaugh allegations would provide a good case study for sexual harassment media sourcing practices.

The findings suggest that men were used far more often than women, and men were more likely to support Kavanaugh and not support Dr. Ford and other victims' claims, regardless of political affiliation. This is important because hegemonic sourcing by journalists can lead to a spiral of silence for women, who may not see themselves or their opinions represented across media coverage. This is especially dangerous in coverage of sexual harassment cases because other victims may become more hesitant to speak out based on the treatment and representation of those who have come forward. I have presented this research to journalists and news managers as well as academics in the hope of raising awareness of the potential impacts of sourcing decisions.

What other research are you most excited about right now (something you're working on or something you've read)?

I am currently working on a qualitative



Danielle Deavours is this year's winner of the Top Student Paper from the Commission on the Status of Women for her paper: "Sluts and nuts": Symbolic annihilation of women in the Kavanaugh allegation coverage." She answered some questions for us about her background and the award-winning paper.

project that examines how negative interactions on digital platforms (comments sections and social media) affects work practices of journalists, especially for those journalists whose digital work becomes determinants for employers about their professional success. The issue of negativity and harassment on social media of journalists is particularly important to understand for minorities and women, who are more likely to experience harassment and negative interactions. From my professional experience, newsrooms are not providing adequate protection and help for those journalists who experience negativity in digital spaces, and journalists feel their professional livelihoods rely on these spaces where they are being attacked; this causes them to either continue digital practices that harm them psychologically (and potentially physically) or leave the profession altogether. I hope that this research project will raise awareness about this issue and provide suggestions for ways news organizations can better protect journalists from these negative

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2020 MARY ANN YODELIS SMITH AWARD FOR FEMINIST SCHOLARSHIP

Q&A with Jen Huemmer and Lauren Britton-Steele



Tell us about your award-winning research. What inspired your research project and how did it come together? What were some challenges you faced? What did you find? What is the significance of the research?

We are both mothers, Jen has an 18-month-old and Lauren has a 7-year-old, a four-year-old, and an 18-month-old. When the pandemic hit and schools and daycare closed, our courses went online, we had no time to prepare and were suddenly in the position of providing full-time childcare, homeschooling, and attempting to work full time as professors. We often talked with each other about how hard it was to provide 24-hour childcare, teach, and pursue our research. We experienced a dramatic shift in our daily routines that had a deep impact on our identities; suddenly there was no separation between us as professionals, individuals, mothers, and wives. We were thrown into a situation where we had to play all of these roles at once—an impossible task. As we turned to each other for support, we realized this was probably what other moms across the country were dealing with as well. The research project grew from this with the hope that through our work we could give voice to mothers' lived experiences during this unprecedented moment in time.

In late April, we began data collection which included conducting initial interviews with moms across the U.S. Our intention was to capture the participants' thoughts and experiences at the height of the pandemic while the initial weeks

of stay-at-home orders were still fresh in the participants' minds. At the conclusion of each interview, participants were asked to participate in a qualitative ten-wave panel survey presented in the form of weekly "diary" entries. These submissions map how the participants' emotions, routines, and media consumption

changes over the course of the pandemic.

Preliminary analysis of the interviews indicates many of our participants are experiencing an increase in household duties. These mothers have, in many cases single handedly, tackled homeschooling their children, managing and facilitating their children's social lives, and prepping for the stay at home order almost exclusively without support from their spouses. For many of our participants, the pre-pandemic structure of leaving the house, dropping children off at school or daycare, going to work, and coming home at night to spend time with the family, was important in managing the various facets of their identities as mothers, career women, wives, friends, and so on. The dissolution of these boundaries along with the increased pressure to perform all of these roles simultaneously, flawlessly, and without any break or relief led to self-deprecating internal dialogues and feelings of anxiety and of being overwhelmed. Many of the women shifted their media habits as a way of managing these feelings. They began to cultivate interactions with others on social media or through technology like Zoom on their own terms and only to the extent that it added positively to their lives. They also turned to "light-hearted media" that they found "mind-numbing" in order to find relief from the barrage of negative news.

How does this research fit into feminist research, and/or media research generally?

The Covid-19 pandemic has presented a unique opportunity for researchers to examine the lived experiences of mothers in the United States during a time of historic upheaval. The public sphere is closed and, for the time being, all facets of life are being performed in the home and in virtual spaces. This disruption allows the participants to reflect on the aspects of "doing" mother, wife, employee, friend, and so on that have become more visible during this time of upheaval. It is also important to give voice to the unique experiences of mothers who are managing the increased stress, responsibility, and work due to this crisis. This study has the potential to contribute to our understanding of the

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L Lauren Britton-Steele (photo below) and Jen Huemmer (photo above) are the 2020 recipients of the Mary Ann Yodelis Smith Award for Feminist Scholarship for their on-going research project, "Mom-ing During a Pandemic Lockdown: Navigating Identity, Labor, and Media."

Jen Huemmer is an Assistant Professor in the Department of Strategic Communication at Ithaca College, and Lauren Britton-Steele is an Assistant Professor in the Department of Media Arts, Sciences, and Studies at Ithaca College. They answered some questions for us about their award-winning research.



Q&A WITH DANIELLE DEAVOURS CONTINUED...

There's so much sad and frustrating news lately, tell us one good thing that you have experienced this year, despite all that has been going on.

This year has been extremely difficult for me as it has been for many others around the world. As a PhD candidate in the dissertation phase, an instructor, wife, mother of a 5 year old, and disabled person who is immunocompromised, COVID-19 has completely changed my life. It has been especially difficult as a scholar because of the expectations of continued progress despite the physical/mental detriments of the pandemic and lack of childcare. I know the pandemic especially impacts female scholars, who have been taking on additional childcare and caretaking activities on top of their already full plates, and I've struggled with this specifically.

However, despite these challenges, I have been so thankful for the support of communities like CSW and others that are working to support people during COVID. I was blessed enough to receive a tenure-track position at the University of Montevallo right before the quarantine and hiring freezes; as my first professional academic position, I am thrilled to begin as a faculty member in the fall, and the administration and faculty at UM have been unwaveringly supportive during these challenges. I was also humbled to receive three top student papers at AEJMC this year, including CSW's top student paper. I am excited for the opportunity to continue sharing my research in the midst of feeling so unproductive as a scholar. Overall, I've been grateful to see those people and communities that are coming together to support others, and I truly appreciate all of the support of the CSW community.

Is there anything else you would like to share with CSW members?

This top student paper award is very meaningful to me. After I wrote this paper in my first semester of my PhD program, I had a faculty member who read it tell me that the paper was nowhere near the standard of academic work needed for me to be a successful scholar. The faculty member suggested

I consider dropping out of the PhD program altogether because I wasn't good enough, and I was so disappointed in myself at the time. I had chosen to return to school and get my PhD at great sacrifice to myself and my family; I wanted to show my daughter how to reach for your dreams no matter your age, disability, or gender. Instead of giving up, I decided to use the doubt of others to motivate my work. A year later, this same paper is being recognized by AEJMC and the Commission on the Status of Women, and it's so humbling. I hope this award will symbolize for all scholars that we should believe in ourselves and in our abilities more. §

Q&A WITH JEN HUEMMER AND LAUREN BRITTON-STEELE CONTINUED...

lived experiences of mothers in the United States, their strategies for defining internal aspects of their identity while managing external presentations of it, and the way they use media strategically to establish control over their emotions and communication processes.

How does this research fit into your own body of work and your interests? Where do you think it might lead you?

LBS: My research has focused on understanding the design and media practices of groups operating outside of traditional design and media environments and aims to uncover the motivations and implications of these practices. As part of this research agenda, I have been engaged in multiple projects over the last three years examining media and motherhood. I have explored and published about topics like how new mothers create alternative infrastructures and support systems for their transition to motherhood through information-communication technologies as well as the impact of body-focused multi-level marketing companies on women and their social media networks. This study is in many ways an extension of this prior work.

JH: Every research project I undertake is informed by my belief that research is a tool that can simultaneously advance academic knowledge and address pressing social issues. In this pursuit, I have conducted research examining the often-overlooked narratives of non-reporting sexual assault survivors, news coverage of Donald Trump's Access

Hollywood scandal before and during the #metoo movement, and discussions of trans people's access to public bathrooms on left-leaning and right-leaning websites. When the pandemic hit the U.S., it became clear that we needed research that would capture the experiences of people during this moment in time. Plenty of studies have already established that mothers in the U.S. shoulder the majority of the childcare and household responsibilities. We were interested in exploring how mothers, who are already overtaxed under normal circumstances, navigated this crisis.

What does it mean to you to have won the MaryAnn Yodelis Smith Award for 2019 for your research proposal?

We are honored to win this award for a project we hope will shed light on the inequities, struggles, and labor of mothers in the U.S. that often go unseen and unacknowledged. This award recognizes that there is value in pursuing a better understanding of the lived experiences of mothers in the U.S. and the strategies and ingenuity they employ to survive their current circumstances.

Finally, since your project is timely for many working mothers, do you have any guidance from your on-going research to share with CSW members?

Our research tells us that moms are already tirelessly pursuing and constantly overexposed to advice, tips, and expectations for how to "mom" and work during this pandemic. We are all overwhelmed by the nagging feeling that there is something we need to know but don't, something we should be doing but aren't, and by the constant fear that we are failing our kids, our colleagues, and ourselves. This moment in time can be incredibly isolating and we are all doing the best we can to survive it. Despite this isolation, our data reveals that many of us are connected in our shared struggle to overcome the heartache at what has been lost, anxiety about the future, and feelings of failure. To the extent that we have tips or guidance to give, we direct it toward those who continue to uphold patriarchal systems that exacerbate the inequities experienced by mothers in the U.S. and those who benefit from the inequitable division of labor shouldered by women. To those who fit these specifications our guidance is this, pursue and implement actions, policies, and structures that rectify these imbalances. §

PROMOTIONS AND PUBLICATIONS

Follow us on social media for updates and good conversations!



- **Kim Fox** was one of three panelists for “The Future of Podcasting” session on Monday, June 15, hosted by Rise & Shine Audio (based in the UK). Other participants included: Renay Richardson (top right), CEO of Broccoli Content who signed a joint venture with Sony Music last year; Christina Moore (bottom left), Founder of Don’t Skip Media; and host of the session and an audio content producer Fatuma Khaireh (bottom right). Check out the replay of “The Future of Podcasting” on YouTube: <https://youtu.be/OQ4-7gdppwE>
- **Carolyn Nielsen**, Western Washington University professor of Journalism, published her book titled “Reporting on Race in a Digital Era,” You can learn more at: <https://westerntoday.wvu.edu/features/wvu-professor-carolyn-nielsen-s-book-reporting-on-race-in-a-digital-era-published>
- **Dorothy Bland** earned her Ph.D. from Florida State University in the spring 2020. Her dissertation is titled: “The Online News Association’s Historic Role in Fueling the Next Wave of Female Digital News Leaders.” In addition to presenting at the National Association of African American Studies and Affiliates Conference and AEJMC, Bland also had two book chapters published during the 2019-2020 academic year. The first is titled “Exploring Misogyny and Women’s Representation in Editorial/Political Cartoons” and is published in Misogyny and Media in the Age of Trump. The second, co-authored chapter is called “Issues in Academic Leadership: Narratives of Personal Experiences of Diaspora Administrators” and was published in Multidisciplinary Issues Surrounding African Diasporas. Bland also secured \$8,500 in paid internship grants from the Scripps Howard Foundation for three Mayborn School of Journalism students to work as interns at the Denton Record-Chronicle during the summer 2020.
- **Dr. Laura Castañeda**, Professor of Professional Practice at the USC Annenberg School for Communication & Journalism, has been appointed to serve on the AEJMC Committee on Careers.
- **Dr. Victoria LaPoe** in the Scripps College of Communication at Ohio University took a snapshot of the dominant themes emerging in mainstream media coverage related to Indigenous peoples and communities in the Native American Journalists Association’s Media Spotlight Report. Learn more at: <https://najanewsroom.com/2020-na-ja-media-spotlight-report/>



- **Dr. Stine Eckert**, associate professor, and Jade Metzger-Riftkin, PhD candidate, both in the Department of Communication at Wayne State University, have a new study on doxxing, which will be out in early fall in Medien & Kommunikationswissenschaft [Media & Communication Studies]. The study is titled “Doxxing, Privacy and Gendered Harassment: The Shock and Normalization of Veillance Cultures.”
- “Academic Sexual Misconduct on U.S. Campuses – Arising Questions and Concerns about the Practice of Mandatory Reporting” will be published in the upcoming issue of Media Report to Women. **Jade Metzger-Riftkin, PhD candidate at Wayne State University; Fatima Albrehi, PhD student (WSU); Najma Akhther, MA student (WSU); Farah Harb, PhD student (WSU); Linda Steiner, professor at the University of Maryland; and Stine Eckert, associate professor (WSU).**
- **Kelsey Mesmer**, a PhD Candidate at Wayne State University, published two book chapters and a manuscript. The first, titled “Finally, Solace in Ghana” is published in Critical Storytelling in 2020: Issues, Elections and Beyond and tells the evolving story of how the LGBTQ community is perceived by Ghanaian youth. The second, “Naturalizing Environmental Justice: How Privileged Residents Make Sense of Detroit’s Water Shutoffs” was co-authored with Mostafa Aniss and Dr. Rahul Mitra and was published in Water, Rhetoric, and Social Justice: A Critical Confluence. The chapter stems from the team’s on-going Detroit Water Stories project. Finally, Mesmer was a part of a research team led by Dr. Fred Vultee that published “Here’s what to know about clickbait: Effects of image, headline and editing on audience attitudes” in Journalism Practice.

Promotions:

- **Dr. Jennifer Vardeman**, public relations associate professor, will serve as Interim Director of the Valenti School of Communication at the University of Houston (effective Aug. 1, 2020).
- **Dr. Summer Harlow**, journalism professor, has earned tenure and promotion to Associate Professor in the Valenti School of Communication at the University of Houston.
- **Dr. Lan Ni**, public relations professor, has earned promotion to Full Professor in the Valenti School of Communication at the University of Houston.
- **Carolyn Nielsen**, journalism professor, has earned promotion to Full Professor at Western Washington University

CELEBRATE your success!

PLEASE share your promotions and publications(**with pictures**) for the next issue of the CSWM newsletter. Just email one of the newsletter editors, **Kelsey** (kelsey.mesmer@wayne.edu) or **Charli** (ckerns@vols.utk.edu)

OUTSTANDING WOMAN IN JOURNALISM AND MASS COMMUNICATION EDUCATION: Q&A WITH NICOLE KRAFT

Tell us about your career and your areas of interest and expertise.

I was a journalist for 25 years before I came to academia full-time. I started working in media relations for the Philadelphia 76ers when I was an undergraduate at Temple University and later moved into news reporting for a newspaper chain outside of Philadelphia. That segued into a stint as a congressional press secretary before I headed back to news as an editor at the Napa Valley Register in Napa, California. I came to Columbus, Ohio, to work as an editor at a magazine called Hoof Beats, and later became executive editor and director of communications for the sport of harness racing. Getting my masters degree was the best thing I ever did, because it led me to teach the class and Magazine Writing at Ohio State and later accept a full-time position. I am currently an associate professor of clinical communication, with a focus on sports journalism, news writing and reporting, and media law and ethics. Journalism remains my passion and I'm honored to be part of the advising team for The Lantern, Ohio State's student-run media. My other passion is the academic use of mobile technology, especially among student athletes. I became an Apple Distinguished Educator in 2015 and that has enabled me to travel the country working with different athletic programs in an effort to better connect student athletes with her academics utilizing mobile technology. Sports writing is also my focus outside the classroom. I am the director of Ohio State's Sports and Society Initiative, and I work for the Associated Press covering the NHL, college basketball and horse racing. One of the best parts is that my students join me for every game that I cover and every event I attend, so they are able to get real life experience and even a contributing byline.

What does it mean to be recognized for your outstanding work?

I truly can't express how honored I am to be recognized in this way especially by an entity focused on the success of women. One of my primary focus points as an educator is to make sure that women know they have a mentor and someone who is supportive of all of their efforts,

no matter what direction they're goals may take them. Too often women get categorized and pointed toward certain media careers, when the truth is the world should be open to them. They have also been marginalized and objectified over time, especially in sports. Part of my teaching model is to empower them to pursue their dreams and not stand for unacceptable treatment. To know that students and faculty with whom I've worked felt moved enough to nominate me for this award is a privilege that I cannot put into words

What is most meaningful to you about teaching and your work in education?

The most meaningful part of teaching for me is seeing the growth in students from the day that we start until they launch into the world and beyond. It is an extraordinary opportunity to be part of someone's learning and developmental journey, and to see our students grow and change is a gift. The motto in our classes is "This is the space for you to make mistakes." It is only by making mistakes that people really grow, and they need to have the confidence that they are supported in taking risks. I tell them that we will be there net and we will catch them but they have to take the risks that might result in a fall. That means leaving their comfort zone and exploring new opportunities. It means aiming high and not being satisfied with the low hanging fruit. Our classes incorporate an active-learning approach, so we are constantly doing real journalism work in real time. This can be stressful but also empowering. Being an editor was a lot like being a teacher, and that is the method by which I try to work with all of my students. I am an editor and they are writers. Together we will make them be the best writers they can be so that they can continue and advance the high standards of journalism that have long existed at Ohio State—and we want to exist beyond our campus walls.

What do you suggest for all those who strive for excellence in teaching in journalism and mass communication?

For those who strive for excellence in teaching be it in journalism or any other field, I believe it's vitally important to remember that your class is a team and working together you will achieve far



Nicole Kraft, associate professor at The Ohio State University, is the 2020 recipient of the Outstanding Woman in Journalism and Mass Communication Education award. This award recognizes a woman who has represented women well through personal excellence and high standards in journalism and mass communication education. Dr. Kraft answered some questions for us about her teaching and mentorship in the classroom.

better results than taking the approach that the instructor knows everything and the students are only there to absorb content. Remember what it was like to be a student. Be the professor that you always wish that you had. Be the professor who is human, who can admit when they're wrong, who offers praise when it is deserved and constructive criticism when it is needed. Remember that every student is an individual who has a life circumstance with which you may not have any familiarity, but that requires them to be seen and treated as an individual. And keep in mind that an office mini fridge stocked with Capri Sun and animal crackers can go along way to connecting with students away from class.

There's so much sad and frustrating

Continued on page 10...

Tips for attending virtual conferences

If you haven't attended a virtual conference yet, you may be feeling apprehensive. The networking, time spent catching up with old friends and colleagues, and exploring a new city are all part of the usual conference fun! While we can't completely recreate that in-person experience, we can give you some tips so you can make the most out of the virtual conference. These were compiled (and slightly edited) from various sources, which we've linked at the end so you can learn more.

Tip #1: Adjust Your Attitude

One (often unconscious) perspective many of us bring to online learning is that it is "second best" – not as good as "real" learning in face-to-face environments. But that's just not true – at least not in terms of learning effectiveness.

Substantial research shows online learning is generally as effective, if not more, as traditional classroom-based education. As Will Thalheimer notes in his valuable analysis of research on e-learning effectiveness, what matters is not "the learning modality (elearning vs. classroom); it's the learning methods that matter, including such factors as realistic practice, spaced repetitions, real-world contexts, and feedback."

So, don't assume that because you will be attending online that you won't learn as much. That mindset in itself may weaken your motivation, your willingness to engage, and the general level of seriousness you bring to the event – all of which can negatively impact even a well-designed learning experience.

That said, keep in mind that online conference sessions are just as susceptible to bad design and delivery as face-to-face ones are. And, many (probably most) online session leaders aren't adept at the sort of informal, impromptu exchanges with learners that can help smooth over bad design in the classroom.

So, be prepared to bring a little extra "can do" attitude to your virtual conference sessions. Be ready to ask questions, engage with other learners in the chat, draw your connections between the content and your own circumstances, and make efforts to "space" some of the learning. As with any other learning situation, a great deal of the responsibility for effectiveness actually falls to the learner.

2020 MARY GARDNER AWARD FOR GRADUATE STUDENT RESEARCH: Q&A with Kelsey Mesmer

Kelsey Mesmer is the 2020 recipient of the Mary Gardner Award for Graduate Student Research for her on-going project: "Understanding the resilient practices of women and minority journalists in the face of hostility: An intersectional approach." She answered some questions about her award-winning research:

Tell us about your personal and professional background.

I'm a PhD candidate in the Department of Communication at Wayne State, and I'm currently researching at the intersection of journalism and organizational communication. I earned my MA in Communication and my MBA at the same time at Kent State University, but before that I was a journalist writing business news. I actually only went into graduate school because I was tired of being talked down to by the men I was interviewing on the business beat. I wanted to create a stronger niche for myself and gain the knowledge to "talk the talk" so to speak while interviewing CEOs and such. I had figured that if I could tack the "MBA" onto my name when I was requesting an interview it would give me some clout. I don't know if it would have worked because I never went back! Not fully, at least. I still freelance a bit. My undergraduate degree was in News, also from Kent State. When I got offered a GTA position in the Communication Studies department at Kent, I found that I really enjoyed teaching. I also really enjoyed the research aspect of my master's program because I thought of it like a really long-term investigative project. So I applied to the PhD program at Wayne State and I've been able to blend all of those past experiences and interests to teach a mix of journalism, organizational communication, and research method classes.

Why did you first decide to join CSW?

I kind of fell into CSW, and once I started meeting people and attending more of the Commission's sessions at AEJMC, it just felt like I had found my academic home in the field. It's a perfect fit for most of my research, so I've been submitting my work to the Commission for a while. Last year in Toronto, I was nudged by one of my committee members, Dr. Stine Eckert, to take a position on the board, and I haven't looked back since! Everyone is so welcoming and helpful, and I hope to stay an active part of this group for a long time.

Tell us about your award-winning research. How did you come up with the idea, and why is it important?

I vividly remember an interview I had with this guy who had just opened a health and financial fitness business. It was something like you could go work out and get financial coaching at the same place, and I was touring the facility on a HOT summer day. I took my blazer off, and I have tattoos on my arms. And it's funny because at the time, I only had one small one on my forearm, just quotation marks, but this man's whole demeanor changed and he mentioned my tattoo three times in the course of 20 minutes. He seemed annoyed, and his answers got short, and he made comments about how I wouldn't understand the



need for a financial planner because I'm young and, he insinuated, not a professional. There was so much tension! And then he called me after I left to say that he didn't like the questions that I asked him. So that interaction stuck with me and it made me think, like wow, there are probably so many times when a source treats journalists like crap just because of some aspect of their identity

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2020 CSW PROGRAMMING

Wednesday, August 5, 2020 :: Pre-Conference

1 to 5 p.m.

Lillian Lodge Kopenhaver Center for the Advancement of Women in Communication at Florida International University, AEJMC Council of Affiliates and Commission on the Status of Women

Preconference Workshop Session

Women Faculty Moving Forward: 100 Years from Suffrage to Academic Leadership

Moderating/Presiding:

Lillian Lodge Kopenhaver, Florida International and Tracy Everbach, North Texas

Keynote Speaker

Jennifer Greer, Dean, Kentucky

Panelists

Cory Armstrong, Alabama
Maria Len-Rios, Georgia
Andrea Miller, North Texas
Mia Moody-Ramirez, Baylor
Kristin Gilger, Arizona State

This annual workshop with accomplished academics helps junior women faculty progress in their careers through mentoring, networking and preparing for tenure and promotion and administration and leadership positions. By previous application only.

5 to 6 p.m.

Lillian Lodge Kopenhaver Center for the Advancement of Women in Communication at Florida International University, AEJMC Council of Affiliates, Commission on the Status of Women and Scripps Howard Foundation

Preconference Session

Kopenhaver Center Fellows Reception

Moderating/Presiding:

Lillian Lodge Kopenhaver, Florida International

All past and present Kopenhaver Center Fellows are invited to come to this reception and networking time for them. Thank you to the Scripps Howard Foundation for its sponsorship. By invitation only.

Q&A WITH NICOLE KRAFT CONTINUED... news in the world lately, what are you excited about for the upcoming academic year and what are you hoping to do or explore with your students?

Every semester is the beginning of a great new adventure and to see how students come to understand the intricacies of journalism is truly a gift every year. This is an extraordinary time, covering COVID, the election, social unrest, and the daily community news so important to our population. Ohio State is like covering a town unto itself—the government, the crime, the social intricacies, the arts, the politicking. They rate part of a feral news environment from the first day of class. At first they may not realize the power of journalism or the significant role that it plays in our society. But at some point they get it. Their skills come together with their familiarity with the concepts and the significance of the work that they are doing.

Is there anything else that you would like to share with CSW members?

Please know how grateful I am to be recognized in this way. It truly takes a village to put on our active learning classes, and I am supported by numerous industry professionals and alumni who bring their expertise into our classroom to make it be a true learning laboratory. This award is as much for them and our students as it is for me. §



TIPS CONTINUED...

Tip #2: Add the Conference to Your Calendar Right Away

If you're travelling out of town for a conference, there's no way you could actually forget to go. But signing up for a virtual conference is a different story. With so much going on, you might get preoccupied with another project or task. Or, if your boss or colleagues have access to your calendar, they might think that you're available during days/times when you planned on attending a virtual conference. The solution? Simply add it to your calendar right away. Also, configure a few email reminder alerts for events you need/want to attend.

Tip #3: Cut Your Distractions

A big issue with virtual conferences is, unlike their analog counterparts, they don't require us to leave the office – or, more likely these days, our homes. Whatever the downsides of travel, it does have a way of focusing our attention and helping us carve out both mental and physical space for learning.

You have to try your best to achieve the same effect with a virtual conference.

That means telling anyone who may be inclined to call, text, drop in, or otherwise interrupt you that you have a commitment that requires your full focus.

It means closing your door and putting a do not disturb sign on it.

It means turning off notifications, shutting down social media screens, closing e-mail, and in general, getting rid of any digital tools that are not actually part of the conference experience.

Most conferences will have scheduled breaks. Take advantage of those for any essential non-conference activities.

In general, don't just attend, but attend to the conference.

THE END OF SOLIDARITY STATEMENTS

By LaRahia Smith and Jennifer Vardeman,
Jack. J. Valenti School of Communication, University of Houston

There may yet be another casualty of this unprecedented year. As the COVID-19 pandemic reshapes our society and outrage over racial injustices soars to new heights, we may also be witnessing the slow deaths of the terms diversity and inclusion.

Too often, diversity and inclusion are used as vague marketing terms. Rather than speaking to our institutions' authentic values, they serve as talking points that are not reflected in our actions and departmental structure.

The recent shift towards direct, honest language (think: anti-racism) is indicative of the widespread exhaustion that people – especially people of color - feel in the wake of corporate solidarity statements that aren't coupled with active work towards dismantling systems of oppression. As one friend told me, "I no longer care if organizations are sorry, I want to know what they are going to do about this."

So what exactly are we – as faculty and staff at higher education institutions – going to do?

When the Black Lives Matter movement started in 2013, institutions that spoke out about valuing "diversity" and prioritizing "inclusivity" seemed revolutionary. Seven years later, that's not enough.

What our school has decided to do is to prioritize action. More than words, action is needed to create a more equitable society and become an anti-racist school. When Philando Castile was murdered in 2016, we organized the Big Talk lecture series to bring candid conversations about identity, oppression and media to campus. Now we are working to do that and more, and we are guided by two pressing questions:

1. In what way does racism and systemic oppression exist within our school?
2. How is our communication program helping to dismantle systems of oppression?

To answer these questions, we have formed an anti-racism working group with members from various areas of our community – from students to faculty to staff. Together, we are having candid discussions about our school's most pressing obstacles – such as a lack of BIPOC faculty, scholarship GPA requirements that make it harder for low income students to receive financial support, a dearth in representation of BIPOC scholars and practitioners on our curriculum, and much more.

Few of us are experts at this work, but we are all

Continue onto page 13...



LaRahia Smith is the communication manager at the Jack J. Valenti School of Communication at the University of Houston and a second-year student pursuing a Master of Arts in public relations. She was recently accepted into the 2020 AEJMC Presidential Diversity & Inclusion Career Development Workshop for Graduate Students.

Her research explores how social movement organizations use communication to increase visibility, establish legitimacy, and obtain resources. Currently, she is studying how activist organizations are crafting intersectional campaigns for marginalized publics during the COVID-19 crisis.

POWERSHIFT BOOK PROJECT

For those looking for more resources on anti-racist teaching and for more resources related to diversity and inclusion, check out the PowerShift Project Book Club Reading List, suggested by Dr. Dorothy Bland (Assistant Professor, University of North Texas). There are a lot of great titles on the list that would be useful to CSW members.

According to the project website, "The Power Shift Project is curating a list of books, documentaries and podcasts for aspiring allies who are dedicated to learning. We've tapped the wisdom of our Power Shift Project board members, summit participants and Workplace Integrity trainers for their recommendations. These recommendations include works that some have found transformational, and that many consider essential for those committed to diversity."

Here's the link:

<https://www.freedomforuminstitute.org/initiatives/power-shift-project/resources/book-club/>



2020 CSW PROGRAMMING (continued)

Thursday, August 6, 2020

8:15 to 9:45 a.m.

Commission on the Status of Women

Refereed Paper Session: The Impact of Gender in Health Communication

Moderating/Presiding: Kelsey Mesmer, Wayne State

“Remember to Breathe (But Don’t Make a Sound!” Constructions of Childbirth in Post-Apocalyptic Narratives

Katie Foss, Middle Tennessee State

You can have it all with medicine: A qualitative analysis of gender in DTC advertisements

Hayley Markovich, Amanda Bradshaw, Debbie Treise, and Matthew Cretul, Florida

Forming a social-help movement through the efforts of breast cancer survivors in the #WeEightWomen campaign

Fatemeh Shayesteh, Kansas

“Love what you DOULA”: An Analysis of Doulas and Doula Care in the News Media

Zehui Dai, Radford and Dinah Tetteh, Arkansas State

Miscarriage in the Media: Effects of Media Representation of Miscarriage on Knowledge and Attitudes

Zelly Martin, Texas at Austin

Discussant: Amy Koerber, Texas Tech

Addressing the topic of gender in health communication, these scholars will present research exploring gender-specific issues in entertainment, advertising, social media, news coverage, and media consumption.

10 to 11:30 a.m.

Cultural Critical Studies Division and Commission on the Status of Women

Teaching Panel Session: Teaching the 19th Amendment: 100 Years of Votes for Women

Moderating/Presiding: Madeleine Esch, Salve Regina

Panelists

Carolyn Kitch, Temple

Linda Steiner, Maryland

Ana Garner, Marquette

Candi Carter Olson, Utah State

Teri Finneman, Kansas

11:45 a.m. to 1:15 p.m.

Commission on the Status of Women and Communication Technology Division

Refereed Paper Session: The Women of Silicon Valley: Communication, Culture and Technology

Moderating/Presiding: Amber Hutchins, Kennesaw State

Panelists

Nell-Glazer Cooney, YouTube & formerly of Facebook

Jennifer Henderson, Trinity

Elaine Venter, Colorado Mesa

This panel will explore communication about and by women of Silicon Valley including media narratives, challenges and opportunities, cultural shifts, generational differences, and high-tech culture on a national and global stage.

3:15 to 4:45 p.m.

Commission on the Status of Women and International Communication Division

PF&R Panel Session: Latinas in Journalism and Journalism Education – Dónde Están?

Moderating/Presiding: Co-moderator will be Melita Garza, Associate Professor, TCU, melita.garza@tcu.edu Laura Castañeda, Southern California

Panelists

Jessica Retis, Arizona

Amara Aguilar, Southern California

Rebecca Aguilar, founder, Latinas in Media social media group

The number of Latino/a journalists remains low despite years of diversity efforts. With the future Latino/a demographic wave expected, generally, and in higher education, now is the time to discuss the impact of all these recent challenges on Latinas.

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Jennifer Vardeman, PhD, is the interim director of the Jack J. Valenti School of Communication at the University of Houston. She conducts research in public relations, public health/healthcare communication, intersectionality, racial disparities, and women's health. She's also an affiliate faculty member at UH's Women's, Gender, and Sexuality Studies program, and a Visiting Researcher with the Houston Methodist Hospital Gynecology Associates.

THE END OF SOLIDARITY STATEMENTS BLOG POST CONTINUED... c

omped to act by our obligation to build a more just and equitable society.

To that end, we want to share ten ideas that have emerged in our discussions so far, in case it inspires your own efforts. We are committing to:

1. Revamping our hiring and recruitment practices to attract BIPOC tenure-track and adjunct professors
2. Tapping into our alumni network to develop a mentorship program for BIPOC students
3. Creating a fund to support students who cannot afford to take low-paying or out-of-city jobs or internships and work to supplement GPA requirements with other credentials for department scholarships to accommodate hardworking, low income students
4. Showcasing films from BIPOC creatives and anti-racist documentaries
5. Developing a diversity score and checklist so professors can measure the inclusiveness of their syllabi
6. Crowdsourcing a list of resources professors can use to diversify curriculum
7. Developing a resource list for first-generation students on how to navigate our school and university
8. Bringing guest BIPOC and other speakers to campus to foster more dialogue about anti-racism
9. Weaving anti-racism and inclusion work into the structure of our school by way of bylaw changes

1. Building collaborations with on-campus departments – such as social work, African American studies, the Center for Diversity Inclusion, and more.

This list is far from exhaustive, but it is a start. And we want to let others know of our goals and actions so that we are held accountable to do the work by our peers, students, and community. We welcome insights and advice that you have gained on your own journeys towards creating an anti-racist program. §

Q&A WITH KELSEY MESMER CONTINUED...

that they don't like. And if this is happening to me, a white woman, could this be happening to women journalists of color to an even more severe degree? And then Trump happened, and journalists — at the national level, at least — seem to be verbally attacked by sources all the time, especially if the journalist is a woman.

So in a nutshell, my dissertation project is focused on how journalists are resilient in cases of hostility from their sources, and how this varies depending on their identity. I'm using the theory of intersectionality to guide my research, and I'm looking for a very diverse sample of journalists to interview. I think this is important because hostility toward the news media in general is a growing problem, and journalism educators and editors need to understand what women and journalists of color are experiencing. We also need to know best practices for dealing with hostility, and ways to help journalists be resilient so we can retain women and journalists of color in the profession. Because not everyone has the ability to enact resilience in the same ways, and I think those nuances are also under explored.

There's so much sad and frustrating news lately, tell us one good thing that you have experienced this year, despite all that has been going on.

I've got to spend more time with my puppies! I used to be on campus eight to 13 hours a day, and I didn't get a lot of quality snuggle time with my pups during the week. So although I miss teaching in person and getting to socialize, I really have enjoyed being able to bond with my dogs. It's a silly, small thing, but at least there is some good that came out of this crazy year. I've also learned to become a pretty good (adequate) cook! §

2020 CSW PROGRAMMING (continued)

Friday, August 7, 2020

8:15 to 9:45 a.m.

Commission on the Status of Women

Refereed Paper Session: Hashtag Activism in the Digital World

Moderating/Presiding: Candi Carter Olson, Utah State

Returning to the Digital World: Technology Use and Privacy Management of Women Transitioning from Incarceration

Hyunjin Seo, Hannah Britton, Megha Ramaswamy, Darcey Altschwager, Matthew Blomberg, Olushola Aromona, Bernard Schuster, Ellie Booton, Marilyn Ault, and Joi Wickliffe, Kansas

Feminism in Unlikely Places: Northern Nigeria and the #ArewaMeToo Movement

Olushola Aromona and Fatemeh Shayesteh, Kansas

Developing New Voices: Exploring Feminist Digital Activism in India

Paromita Pain, Reno, Nevada

The Dragonfly Effect: Analysis of a Social Media Women's Empowerment Campaign

Aya Shata and Michelle Seelig, Miami

"An Utter Disregard for Best Practices in Supporting Survivors:" Social Media and Ethics Policies in the #MeToo Era

Bailey Dick, Ohio

Discussant: Stacey Hust, Washington State

This session highlights the many possibilities the networked world has to offer to enable feminist activism in the digital space. It also gives us a glimpse of the waves created by the #MeToo movement globally.

10 to 11:30 a.m.

Association for Education in Journalism and Mass Communication

AEJMC Division and Interest Group (D/IG) Membership Fair

Groups with live-chat representatives

- Advertising
- Communication Technology
- Commission on the Status of Minorities
- Commission on the Status of Women
- Community Journalism
- Cultural and Critical Studies
- History
- Internships and Careers
- Participatory Journalism
- Political Communication
- Religion and Media

Join us in the D/IG Fair Hall to learn more about the AEJMC D/IGs.

11:45 a.m. to 1:15 p.m.

Commission on the Status of Women and Council of Affiliates

PF&R Panel Session: Climbing the Ladder to Leadership in the Academy

Moderating/Presiding: Dianne Lynch, Kent State

Panelists

Amy Reynolds, Dean, Kent State

Marie Hardin, Dean, Pennsylvania State

Michelle Ferrier, Dean, Florida A&M

Women are in the minority in leading departments, schools and colleges of journalism and mass communication nationally. What does it take for them to climb that ladder? And what does it take once that has been accomplished? Learn from those who hold dean and director positions.

1:30 to 3 p.m.

Commission on the Status of Women and Public Relations Division

PF&R Panel Session: #GirlBoss: Examining How Early-career Ad/PR Women Are Building Confidence and Paving the Way to Close the Industry's Leadership Gender Gap

Moderating/Presiding: Katie Olsen, Kansas State, Co-moderator will be Mimi Perreault, ETSU, perreault@mail.etsu.edu

2020 CSW PROGRAMMING (continued)

Friday, August 7, 2020

1:30 to 3 p.m. (continued from previous page)

Panelists

Elizabeth Toth, Maryland
Margaret Duffy, Missouri; Executive Director, Novak Leadership Institute
Danielle Calhoun, VP Platform Strategy, Weber Shandwick San Francisco

This panel will focus on how early-career females are socialized into the workplace and how establishing a sense of confidence can pave the way to a successful career and, potentially, leadership roles.

3:15 to 4:45 p.m.

Commission on the Status of Women and Newspaper and Online News Division

PF&R Panel Session: Women in Podcasting: Making Our Space

Moderating/Presiding: Kim Fox, The American University in Cairo

Panelists

Avery Truffelman, 99 Percent Invisible Podcast
Teri Finneman, Kansas; Journalism History Podcast
Tina Pamintuan, general manager, KALW
Amy Applebaum Ritchart, Austin Peay State University

The panel includes prominent women podcasters, media professionals and academics discussing how women have excelled as well as how they handle challenges in podcasting. Additionally, panelists will share audio as a part of their presentation.

Saturday, August 8, 2020

8:15 to 9:45 a.m.

Association for Education in Journalism and Mass Communication

Scholar-to-Scholar (Poster) Refereed Paper Session: Sexuality and Misrepresentation in the Media

Commission on the Status of Women

“Sluts and Nuts”: Symbolic Annihilation of Women in the Kavanaugh Allegation Coverage

Danielle Deavours, Alabama

Sexist Events Make It Hurt More: Objectification, Social Comparison, and Disordered Eating Among Female Instagram Users

Roselyn Lee-Won, and Mackenzie Kibbe, Ohio State; and Sung Gwan Park, Seoul National

Media Consumption and Rape Myth Acceptance: A Meta-analysis

Ashley Hedrick, North Carolina at Chapel Hill

Who’s Your Daddy? Gender Schema, Hostile Sexism, and Political Orientation as Predictors of Attitude Toward “Enlightened Manvertising,”

Miglena Sternadori, Texas Tech and Alan Abitbol, Dayton

Lusting After Shawn Mendes Manly Hands: Analyzing Postfeminist Themes in Popular Dutch Girls Magazines

Marieke Boschma, and Serena Daalmans, Radboud University Nijmegen

Discussant: Paromita Pain, Nevada-Reno

1:15 to 2:45 p.m.

Minorities and Communication Division and Commission on the Status of Women

PF&R Panel Session: We Too Are Women: Deconstructing the Marginalization of Women of Color in Research and Practice

Moderating/Presiding: Karen M. Turner, Temple

Panelists

Meta G. Carstarphen, Oklahoma
Maria De Moya, DePaul
Donnalyn Pompper, Oregon
Miya Williams Fayne, California State, Fullerton

As we prepare for this election while celebrating women’s suffrage, we in JMC fields seek precise measures of Women of Color’s impact in history, politics, etc. Implications for professional practice in the field and the academy? Best practices?

2020 CSW PROGRAMMING (continued)

Saturday, August 8, 2020

4:45 to 6:15 p.m. (continued from previous page)

Commission on the Status of Women

Refereed Paper Session: Media Representations of Athletes

Moderating/Presiding: Kelsey Whipple, Massachusetts

She's a Lady; He's an Athlete; They Have Overcome: Portrayals of Gender and Disability in the 2018 Paralympic Winter Games
Tracy Everbach, Karen Weiller-Abels, and Andrew Colombo-Dougovito, North Texas

The Association of Fraternity Membership, Sports Media, and Masculinity Norms with College Men's Acceptance of Rape Myths
Stacey Hust, Soojung Kang, Leticia Couto, and Jiayu Li, Washington State

Angry Gymnastics: Representations of Simone Biles at the 2019 National and World Championships
Carolina Velloso, Maryland

Women in wrestling: The Representation of Olympic Athletes in Traditional Media and on Personal Social Media Accounts in 2016
Shannon Scovel, Maryland

#bossbabe: Women's Use of Social Media in Multilevel Marketing of Body and Health Products
Lauren Britton, Ithaca and Louise Barkhuus, IT University of Copenhagen

Discussant: Erin Whiteside, Tennessee

This session examines the intersections of gender and sports, critiquing depictions of professional athletes in legacy news organizations and on social media and illuminating considerations related to gender, disability, race, and other factors.

Saturday, August 8, 2020

6:30 to 8 p.m.

Commission on the Status of Women

Business Session: Virtual Members' Meeting

Moderating/Presiding: Paromita Pain, Nevada, Reno, and Kim Fox, American University in Cairo

Commission on the Status of Women 2020 Award Winners will be recognized during the meeting.

Sunday, August 9, 2020

3:15 to 4:45 p.m.

Media Management, Economics and Entrepreneurship Division and Commission on the Status of Women

Teaching Panel Session: Discussing Harassment and Assault: Tools for Preparing Students for the Workplace

Moderating/Presiding: Dorothy Bland, North Texas with Lindsey Sherrill co-moderating

Panelists

Arien Rozelle, St. John Fisher

Ginger Blackstone, Harding

Charisse L'Pree, Syracuse

Maria Maron, Nebraska-Lincoln

This panel explores how to prepare students for internships and careers in media by acknowledging that harassment and assault are issues present across industries. It explores challenges in the workplace as well as well as harassment and assault.

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TIPS CONTINUED...

Tip #4: Go As A Group

If you can, attend – and attend to – the conference with others – like, for example, work colleagues.

These days, you may not be able to be in the same room physically with these people, but you can still all agree to attend some or all of the same sessions, and you can use “back channels” like text messaging, Slack, or a Twitter chat to communicate with each other during and between sessions.

Having others involved in your conference experience can help boost your motivation, increase your attention, and provide some accountability for learning.

Also, consider convening as a group – e.g., by Zoom or Skype – at the end of each conference day and/or after the event is over to share your experience with the event and key takeaways. Making this kind of effort can go a long way toward reinforcing learning and ensuring that you actually put what you learned at the conference to work.

Tip #5: Prepare Your Space

If you’re attending the virtual conference from home, find a space that is quiet and private, and let family members know that you’re not playing video games or watching Netflix — you’re working!

What about attending the virtual conference from a coffee shop (if they’re open) or some other public space? I recommend against this, as you never know what the environment will be like. All it takes is one loud espresso machine or someone LOUDLY TALKING ON THEIR PHONE FOR NO APPARENT REASON to wreck your experience, forcing you to scramble for another

location.

Also, put away other work, silence your phone, and close out of social media (unless you’re following along with the conference hashtags on Twitter!). When you’re watching alone, it’s easy to “multi-task” and get distracted. Instead, try to reduce notifications, grab a notepad, and get ready to start learning!

Tip #6: Prepare and Know Your Tools

Don’t wait until you have to show up for your first session to familiarize yourself with whatever platform the conference host is using and make sure it works properly on your computer. Otherwise, you could wind up frustrated and distracted and may even miss out on part of the content.

To the extent you can, familiarize yourself with the features of the conference platform and think about how you will use them. Chat is one of the most common features, but even that can vary quite a bit from one platform to the next. Make sure you know how to communicate with other attendees (if allowed) versus just the speakers. And understand whether other capabilities, like separate Q&A functionality or “clapping” and “thumbs up” emoticons (both of which are Zoom features) are available.

If you are going to be able to use audio and/or video in sessions, make sure you are set up to do that. (And, as part of that set up, make sure you know which bandwidth hogging applications it may be useful for you to turn off during conference sessions.) Let the people in your family know that during the virtual conference, they shouldn’t stream videos, play online video games, download/upload huge files, or do anything that is going to drain the bandwidth. If they don’t listen, then set up QoS rules on your router!

These may sound like trivial details, but the less you have to think about the tools – and the more fluent you are in using them – the more you will really be able to pay attention and engage. In a traditional face-to-face environment, very few of us have to think about how we communicate with the session leader or other attendees. Be conscious that attending virtually requires that extra bit of thought and preparation.

Tip #7: Engage in Live Events

When you attend the virtual conference, don’t just watch pre-recorded videos or presentations — get involved! You can join guided discussions with attendees who are facing similar challenges, connect with peers to discover new trends, and more. This is your chance to network, ask questions, and build relationships, just like you would in a face-to-face conference.

Tip #8: Schedule Replays and Review

Many people register for virtual conferences thinking that they will later watch the recordings, but relatively few people actually do that later.

Don’t let that happen to you.

One of the big benefits of virtual conferences is that usually everything is recorded. That means you can access sessions you weren’t able to attend live and it means you can review sessions you were able to attend live. That’s invaluable from a learning perspective. The key to making that happen is simple: schedule it.

Don’t just assume you will make time at some point, actually make multiple appointments with yourself – or, possibly your group of co-attendees (see the Go As A Group tip above) – to play recordings, reflect on them, and identify ways to put key takeaways from them into action.

And don’t just review the recordings. Also review your notes. (You should, of course, take notes during a virtual conference. Do not just rely on getting the slides later and/or recordings later. High quality, active note-taking is one of the most effective learning tools you have.)

Tip #9: Have FUN

Last but not least: yes, attending a virtual conference is part of your job. But that doesn’t mean it can’t be fun as well! Maybe not as fun as attending a conference in-person (at least that’s true in my case), but it’s still an enjoyable opportunity and something you should look forward to.

Want to get more virtual conference tips? Visit these sites, which helped provide the information above. §