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New “Clean Paper” Guidance for AEJMC 2020

*Dylan McLemore, University of Central Arkansas
Research Chair*

Research papers for the 2020 AEJMC annual conference in San Francisco must be submitted by April 1 at 11:59 p.m. CT. The call for the Electronic News Division is on **page 2**.

Please note that there is new guidance this year on submitting a clean paper for blind review. In addition to removing author-identifying information from the paper and file properties, the uniform paper call has added suggestions for avoiding identification though self-citation. If you plan to submit a paper that includes a self-citation, you should remove language that suggests the cited study is yours (e.g., “in a previous study, researchers...” rather than “in a previous study, I...”). “Simply put,” the guidance concludes, “cite your own work as if it were being cited by another author – not yourself.”

If the broader scholarly community is unlikely to have access to your self-citation (e.g. it’s an unpublished pilot or a conference paper that was never made available in published proceedings), AEJMC suggests referencing a different work that can support the same argument, or eliminating the citation altogether.

To be clear, self-citation is not automatically disqualifying, but self-citation that obviously identifies the author through one of the ways mentioned above will be disqualified.

If you have any questions about this, or anything else regarding the division’s paper competition, please contact me at dmclemore@uca.edu.

Looking forward to a great batch of submissions (and lots of eager reviewers... wink, wink).

Electronic News Division Officers 2019-2020

Division Head:

Karen McIntyre, Virginia
Commonwealth University

Vice-Head and Program Chair

Ken Fischer, University of Oklahoma

Vice-Head and Diversity Officer

Harrison Hove, University of Florida

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Bill Silcock, Arizona State University

Burkum Award Chair

Nancy Dupont, University of
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Bill Davie, University of Louisiana

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Lindsey Conlin Maxwell, University of
Southern Mississippi

Electronic News Division Call For Papers

The Electronic News Division invites faculty and students to submit original research on any aspect of electronic news content or production. This may include many topics related to broadcast journalism or electronic communication with a journalism emphasis, including television, radio or audio (including news podcasting), reporting for the internet, online journalism, journalism for new and changing media like mobile or social media, or the role of new and changing media in journalism.

We welcome research articles that employ qualitative, quantitative, or mixed methodologies. Some possible topics that may be relevant to the Electronic News Division are:

- The role of mobile technologies in electronic news production
- Global perspectives on electronic news
- The impact of social media and broadcast news on politics
- Diversity in the newsroom
- The impact of mobile technologies on traditional broadcast news
- Digital news production
- The impact of social media on consumers' news consumption habits
- Video news produced directly for social media or online sites
- The role of the broadcast journalist in the evolving media landscape

Authors of papers accepted for the conference will be encouraged to submit their manuscript for possible publication in *Electronic News*, the official journal for the Electronic News Division. Papers accepted for the conference are not guaranteed publication in the journal.

Papers submitted to the Electronic News Division competition should be no longer than 25 pages of manuscript, excluding tables, figures, references and appendices, and should be submitted in one of the generally approved academic bibliographic styles. Papers should be in 12-point, Times New Roman font, double-spaced and with one-inch margins. Additionally, a separate page containing an abstract of no more than 75 words is required. Documents must be uploaded as Word, WordPerfect, or PDF files. PDF format is strongly encouraged.

Please be sure to submit a clean paper without author identifying information; otherwise the paper will be disqualified. Please refer to AEJMC's uniform paper call on how to upload clean papers, including guidance on self-citation. You are encouraged to submit your paper at least a day or two before the deadline so that you can check to ensure your paper does not contain any identifying information in its properties, as can happen sometimes when documents are saved as PDFs.

The Electronic News Division accepts only one paper per author. This rule is true even if you are the primary author on one paper and co-author on another. In that case, please submit one of the papers to another division. The division offers cash prizes for top student and top faculty paper submissions. Please note the student papers must be completely authored by students. Students with a faculty member as a co-author will be judged in the faculty division.

Authors of all selected papers are expected to present their work in San Francisco. Cash awards for winning papers will only be awarded if the authors present their work at the conference.

Questions concerning conference paper submissions should be directed to the division's research chair, Dr. Dylan McLemore, at dmclemore@uca.edu. Questions regarding submissions to the division's journal, *Electronic News*, should be directed to the editor, Dr. Jenn Burleson Mackay, at jemackay@vt.edu. All papers must be uploaded through the AEJMC All Academic portal. Once you have created an account on the AEJMC All Academic site, you will be able to choose the Electronic News Division prior to submitting your paper.

Nominees Sought for Bliss and Burkham Awards

Bill Silcock, Bliss Award Chair, Arizona State University

Nancy Dupont, Burkum Award Chair, University of Mississippi

Edward L. Bliss Award

Nominations are due March 1st, for AEJMC's Edward L. Bliss Award for Distinguished Broadcast Journalism Education. The award is presented annually by AEJMC's Electronic News Division and recognizes an electronic journalism educator who has made significant and lasting contributions to the field. Criteria for nomination and selection:

Teaching: Evidence of long-standing excellent and innovative teaching and student engagement.

Service: Evidence of leadership in a professional or educational organizations such as AEJMC, RTDNA, SPJ, BEA, state broadcast news organizations and at the candidate's college or university.

Research: Evidence of enhanced teaching and service through professional and/or academic writing and research including journal articles, articles in professional trade publications and creative work for broadcast.

Nominations are solicited from the broadcast media, professional organizations and associations, and broadcast educators or students. Letters of nomination should contain specific examples of each of the categories listed above. The successful Bliss nomination packet will include:

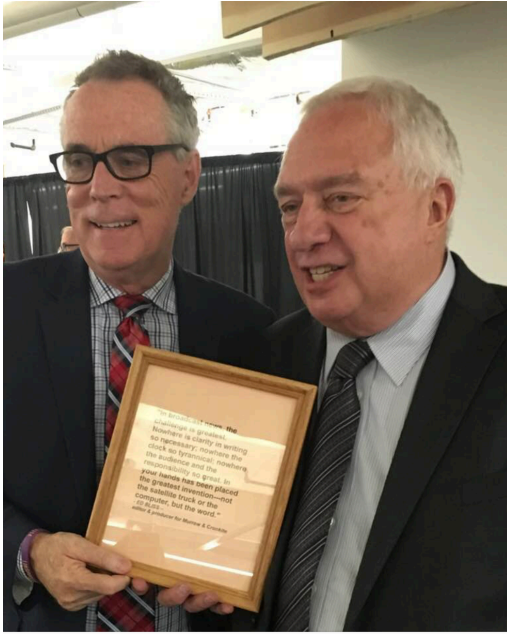
- a detailed, thorough letter of nomination no longer than three pages.
- a complete curriculum vitae of the nominee.
- supporting letters from students/former students. These letters should be concise and limited to no more than five.

- supporting letters from colleagues, collaborators or co-authors. These should also be concise and limited to no more than five
- supporting materials including news coverage of awards and activities. These materials should be VERY limited in number.

Examples of writing or other work by the nominee should not be included. Do not include a statement by the nominee in support of your nomination.

Nominations will remain active with the Bliss selection committee for three years. Nominations will be reviewed by a committee selected by the Electronic News Division officers lead by past division head Bill Silcock, Walter Cronkite School of Journalism and Mass Communication, Arizona State. The award will be presented at a special ceremony held by the division at AEJMC's August 2020 in San Francisco. The recipient will receive a recognition plaque and a waiver of conference registration fees. In addition, the recipient's name will be added to the permanent plaque housed at American University in Washington, D.C, Ed Bliss' university during his teaching career.

Nominations should be sent to (electronic submissions preferred) by March 1st, 2020 at midnight to: Bill Silcock, Assistant Dean for Research and International Programs, Walter Cronkite School of Journalism and Mass Communication, Arizona State University, 555 N. Central Avenue, Phoenix, AZ 85004, bsilcock@asu.edu, 602-319-2818. Silcock may also be contacted for questions and more information



Bill Silcock, chair of Bliss Award Committee (left) with 2019 recipient Kent Collins (right)

Larry Burkum Service Award

Nominations are due **March 1, 2020**, for AEJMC's Larry Burkum Service Award from the Electronic News Division. This award recognizes an electronic journalist or journalism educator who has demonstrated extraordinary service to journalism and to journalism education.

Honorees may be selected in one of two ways – either through nomination presented to the selection committee (comprised of past EN Division Heads and Burkum Award Winners), or directly by the committee itself. The committee is chaired by Nancy Dupont of the University of Mississippi (contact info below).

Criteria for nomination and selection include strong evidence of significant service contributions to journalism education and to the electronic news industry. Examples

of service may include, but are not limited to the following exemplars:

- Heading a national organization dedicated to advancing journalism and journalism education.
- Publishing journalism focused work (e.g., articles for news industry related websites, textbooks, videos).
- Developing and administering foundations that assist journalism students and educators in their growth and development (e.g., scholarship, foundations, etc.).
- Leading educational initiatives within the nominee's industry (e.g., head of internship development for station group; running a student focused apprenticeship program, etc.).
- Research designed to help students and young journalists advance their career performance in journalism, and extraordinary service to the mission of the Electronic News Division.

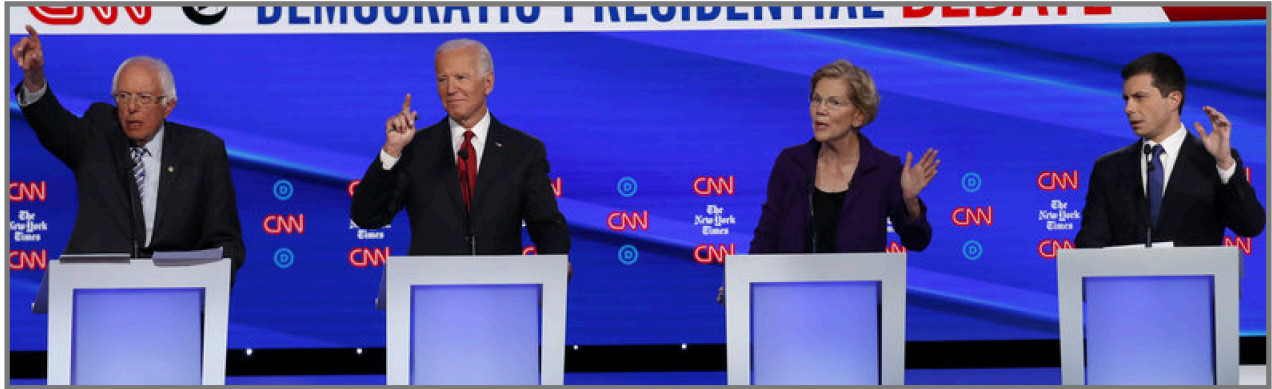
The successful Burkum nomination packet (<http://aejmc.us/end/about/awards-guidelines/>) will include a detailed, thorough letter of nomination; a complete resume/cv of the nominee; up to three supporting letters from educators/and/or colleagues; however, a statement by the nominee in support of his or her nomination should not be included. Nominations will remain active for three years.

The award will be presented at a special ceremony held by the division at AEJMC's San Francisco convention, August 6-9, 2020.

Electronic nominations should be sent to: Nancy Dupont, Professor of Journalism, University of Mississippi at ndupont@olemiss.edu. Please feel free to contact Dr. Dupont if you have any questions about the nomination process, either via email or phone (504) 460-6381.

How to Maintain a Healthy News Diet During this Election Season

Karen McIntyre, Virginia Commonwealth University, Division Head



With still numerous Democratic candidates vying to beat a U.S. Republican presidential incumbent who is being considered for impeachment yet maintains strong support among his base, it will undoubtedly be an eventful year in the news business. Journalists and the public alike might be wondering: How am I going to maintain my sanity with the inevitable stream of attack ads, scandal and roller coaster conflict that will inundate my television, newspaper and online news channels for the next 10 months?

Americans say that the upcoming election and other issues often in the news are their leading causes of stress, according to this year's Stress in America survey by the American Psychological Association. More than half of adults (56%) reported that the election is a significant stressor for them. In an effort to reduce stress while continuing to stay informed, here are two tips to manage your daily media diet in 2020:

Avoid 'horse race' news coverage

Academic research shows that horse race reporting — a competitive style of coverage that borrows from sports reporting where journalists focus on evidence that continuously measures which

political candidates are winning or losing at any given moment — can harm voters, politicians and journalism itself.

According to Journalist's Resource, a publication of the Shorenstein Center on Media, Politics and Public Policy at the Harvard Kennedy School, research has found that horse race reporting is linked to:

- Distrust in politicians
- Distrust of news outlets
- An uninformed electorate
- And inaccurate reporting of opinion poll data

Horse race coverage has also been shown to hurt female candidates and third-party candidates and help novel and unusual candidates.

To avoid horse race reporting, reduce the number of news stories you read focusing on poll results and instead seek out stories that focus on policy debates.

Incorporate a daily dose of solutions journalism

Research has indicated that solutions journalism — rigorous reporting on how people are responding to social problems — can have positive effects on readers compared to news stories that focus solely on conflict.

In one example, I collaborated with Google to create a Google Assistant feature involving solution-oriented news. The Google Assistant is a virtual assistant, like Apple's Siri or Amazon's Alexa. In this study, participants received access to a Google Assistant feature in which they could prompt the assistant to summarize a solutions news story by asking the assistant, "Hey Google, tell me something good." After two weeks, those who used the feature were more likely, between pretest and posttest, than those who did not use the feature to feel positive

create a Google Assistant feature involving solution-oriented news (not the solution-oriented news they received from the assistant).

This suggests adding some solution-oriented news to one's daily news diet could mitigate the effects of more typical, negative news. In addition to asking the Google Assistant to tell you something good, you can find solution-oriented stories in the New York Times' series called Fixes as well as in the Solutions Journalism Network's Story Tracker.

Building Trust & Credibility by Connecting Across Divides

*Gina Baleria, Sonoma State University
Teaching Chair*

As a digital communication and journalism educator, and as a former professional journalist who took great pride in covering news to provide information to the community I served, I watched the recent Congressional impeachment hearings (yes, every second!) with both pride and concern.

On the one hand, it was thrilling to see how well news organizations covered the hearings. For example, the New York Times ran the hearings live online with a group of journalists providing running journalistic context and analysis in a feed next to the video stream. CSPAN (and many other outlets) streamed the hearings live on YouTube with journalistic analysis during recesses, which allowed for pausing, re-watching, and audience participation. This, to me, exemplified one of the primary missions of doing journalism - informing and providing context for the public.

On the other hand, however, I was left with some major concerns. First, the inconsistencies in coverage on mainstream outlets versus conservative-leaning outlets versus progressive-leaning outlets. Fox News, for example, has been criticized for running Republican talking points in graphics over the live feed and for cutting to commercials when Committee Chair (and Democrat) Adam Schiff began questioning. Other outlets held commercials until breaks in the hearing. At the same time, mainstream and progressive-leaning outlets ran headlines seeming to focus only on the portions of the hearing damning to President Trump, while the opposite was largely true at conservative outlets. The headlines that spoke the loudest to whichever audience was being served remained, even if there were still hours left in the hearings and many subsequent headline-worthy moments. This felt more like audience messaging than doing journalism for the sake of fully informing the public.

This left me wondering how best to guide our students as they prepare to do journalism in a more complex, more fractured, more digital, and less media literate landscape than perhaps the one I entered. How do we help students effectively do their jobs in a landscape where social media platforms seem to amplify



sensationalistic content and filter content by interest, and audiences have come to expect information they want, rather than the information they need to fully understand their world effectively work together to solve problems in their communities? How do we help our students do journalism in the face of corporate pressure to write for clicks or cover stories primarily for audience interest, rather than journalistic importance?

In my classes, I focus a lot on building community connections via social and digital media, which at the same time builds trust, credibility, and familiarity. When we make connections across whatever divides exist among us, those divides may then take a backseat to seeing someone's humanity. This may include deliberately having a conversation (with guidance) with someone considered an other; researching the other side of issues about which

the student may disagree for the sole purpose of understanding why someone might believe differently; and studying and dissecting headlines and social media posts to identify bias and sensationalism.

While this is only one aspect of the larger education of future digital journalists, my hope is that it will lay a foundation for our student journalists to begin making meaningful connections with the communities they serve. Then, when a story that breaks or develops begins fracturing into silos and echo chambers, they can not only cover it using all of the journalistic skills developed during their education, they can also communicate and connect with their audiences, no matter what those audiences may believe, because our journalists have laid a foundation of familiarity, credibility, and trust.

Diversity and Inclusion: An Underlying Theme in Journalism Education

Harrison Hove, University of Florida, Vice-Head Elect and Diversity Officer

It is almost impossible to discuss pedagogy without the phrase “diversity and inclusion” being inserted into the conversation—and rightfully so. My institution, University of Florida, has provided faculty with extensive training on the topic that is constantly evolving and I wanted to share some of the insights that I have found helpful and triggered many lightbulb moments in my own teaching style in order to best connect with, educate, and elevate all students.

I challenged myself to foster closer relations with my students and enhance our overall classroom community, particularly since it's easy to feel lost with 50,000 students roaming our campus. A few small steps can go a long way in creating a more positive dynamic in your classroom. See students as individuals and try to invest time learning about their backgrounds to

better understand their past experiences, and more importantly learn their names! There are other ways to make students feel affirmed and valued. Use preferred pronouns, be an active stakeholder in any disability accommodation conversations, and positively reinforce your belief in each individual student.

It was tempting to stop my journey toward a more inclusive course after checking all of these boxes, but I was encouraged to think deeper and more strategic by change agents within UF's College of Journalism and Communications. Inclusivity is a broad net impacting many layers of our work. We have a very “hands on” broadcast journalism program at UF and students on our track are required to work in the field- camera ready, looking the part, arriving with their own transportation.

Accessibility is so inherently part of inclusivity, but it doesn't reside on the surface and can be easily overlooked- even when we are on that very quest to be more inclusive and diverse.

Recognizing the inequities and burdens, my colleagues and I re-examined our methods and framework. We established two phones with Uber accounts so students without cars could secure transportation at no cost to them. UF operates the "Career Closet" for any student needing professional clothes for business interviews. A

I continued with the momentum and examined my classroom teaching. I realized, while my heart was in the right place, there were simple things I could do with my teaching to be more welcoming, inclusive and diverse. The examples of news packages I used in class did not feature reporters that reflected my class. The examples showcased white males disproportionately. Our students need to see examples of success that look like them. That subtle affirmation builds confidence, which is much needed in a field where detractors are way too common. I examined the demographics of my guest speakers—again, I could do better. I asked

partnership was created with that program to make sure our students could look with part for their reporting and anchoring work without breaking the bank. Finally, we noticed a number of students could not participate in our live radio and television extracurricular opportunities because they had to earn money to pay bills and living expenses. We established a fund thanks to generous alumni that allowed us to pay students in need in exchange for their work in our student-powered newsroom.

myself if my students knew how to interact with diverse populations (customs, when are handshakes not appropriate, etc...) and or if they were able to utilize inclusive word choices as the story dictates (mental illness, disabilities, trans, etc...). The answer, again, was no.

Raising my own awareness and acknowledging these shortcomings was tough, but it was the first step to accomplishing the goal we all seek—elevating all students. It is critical to use our "academic freedom" to not only create an inclusive and diverse course that will elevate all, but prepare our next generation journalists for success in a distinctly diverse world.



A Lesson for Journalists and Journalism Educators on Harassment

Kaitlin Bane, University of Oregon, Membership Chair and Graduate Student Liaison

I have spent the last three years thinking about, talking about, and researching an issue in journalism that rarely is discussed in the classroom—harassment. The #MeToo movement helped illuminate the issue of abuse and harassment in the workplace, but often falls short of addressing many of the larger issues in journalism of harassment from the very people who watch the news. In 2017 a [Vox article](#) written by TV reporter Ellen Meny addressed this very concern. In the article, she argues women in television journalism are continually harassed by strangers on the street, on social media, via email, and by phone calls. And the outcome, she argues, is “affecting those who don’t always have the power to fix those problems, at least for now — young women in low positions of power. For women of color and LGBTQIA women who don’t appear cisgender, it can no doubt be even worse.”

Last year at AEJMC I presented research on this very issue that is now forthcoming in *Journalism: Theory, Practice, and Criticism* (“Journalists, harassment, and emotional labor: The case of women in on-air roles at U.S. local television stations”). My coauthor Dr. Seth Lewis and I argue that women in broadcast journalism experience four common types of harassment: (1) disruptive in-person harassment, (2) physical and abrasive in-person harassment, (3) online harassment as unwanted sexual advances, and (4) online harassment as threats and criticisms. Each time I discuss this research I receive the same question: so what do we teach young journalists? As a former journalist and current journalism educator, for this question I am continually grateful. And here is the response that Dr. Lewis

and I have forged: knowledge, prevention, empowerment.

A primary issue evident in our research interviews is women often struggled early in their careers to identify their experiences as harassment. Thus, educators should provide students with the knowledge of what harassment is and is not. Clear definitions about harassment should be laid out for students to understand what this truly looks like, for both sexual and non-sexual harassment. In our work we broadly characterize harassment as *unwanted behaviors that are sexual, abusive, sexist, or aggressive in nature*. This definition includes harassment that may be violent, threatening, verbal, physical, or even just mildly abusive in form, and recognizes that harassment may occur online and offline and may be sexual or non-sexual in nature.

Students should also be given helpful tools and tactics for preventing such harassment. This prevention takes place both in the real world and on social media. On social media, journalists might consider tactics that make it difficult for one to find them. This includes: using a different name on air than in one’s personal life, not geotagging their location on Facebook until they are about to leave, cropping photos to work around people’s weird fetishes (many women crop out feet and legs), and even turning off Facebook messenger.

In the field, harassment is most often preventable by changing vulnerability. This generally involves avoiding working alone. While this is not always possible, the most pressing

vulnerability mentioned by these journalists was during live shots in an MMJ situation. Multimedia Journalists will report, shoot, and edit their work alone. It is a growing trend to have MMJs at smaller markets and to have them conduct interviews and live shots alone (so one doesn't need to hire a photographer). However, when conducting a live shot alone, one has lights in their face making it difficult to see, and an IFB in their ear (so directors can talk to them) making it difficult to hear, and are distracted by preparing for their live shot. Journalists are a sitting duck and when alone, extremely vulnerable. Students should be encouraged to conduct live shots in well-lit areas, or even demand a photographer be present during live shots.

This leads into the last recommendation of empowerment. As journalism educators, we

should encourage our students to speak up. While they must work hard and be team players, they should feel empowered to speak up when they are harassed, and to speak up when they feel unsafe. This means: empowering students to prevent the normalization of harassment by proactively addressing it with supervisors, making safety a part of ongoing negotiation of one's job arrangement, and educating students on how to approach human resources, supervisors, and even law enforcement when necessary.

To break the journalistic rule of avoiding clichés I will say, *at the end of the day* harassment cannot be wholly prevented. And no one should expect that. But preparation for this reality should be a part of any journalism education that prepares students to enter this ever-changing industry.

The Importance of Regional Conferences

*Lindsey Conlin Maxwell, University of Southern Mississippi
Southeast Colloquium Co-chair*

As this year's SE Colloquium co-chair, I find myself considering the following: What is the benefit of regional conferences and how are they different from the annual national AEJMC conference? The answer is two-fold. First, regional conferences connect scholars working in a similar geographical area and provide an excellent opportunity for grad students and grad student recruitment. Second, regional conferences allow scholars to refine and perfect their work in anticipation of the more robust national paper competition.

Regarding the first point, regional conferences allow people to lessen the amount of travel necessary to present a paper (or panel). This makes it so that scholars can find out what others are working on at nearby universities. This also makes it possible for grad students to travel with ease. Grad student researchers often don't have the funding that faculty members do, but still want to present their research. Regional conferences make it possible for grad students to get research and presentation experience without having

to commit to expensive travel. This leads to many students attending regional conferences, which makes them an ideal place for graduate programs to recruit students (for example, master's students who may want to pursue a Ph.D.). Graduate programs should not overlook regional conferences in their recruiting efforts.

AEJMC generally allows papers that have been submitted at Southeast Colloquium and the Midwinter conference

to be re-submitted for the national conference in August. This is a rare opportunity in the world of academic research; papers that have already been presented at a conference are not supposed to be re-presented at a different conference. Therefore, this is one of only a handful of opportunities scholars have to refine their conference papers before submitting them to a journal.

Pre-conference to Focus on Election Coverage

by Ken Fischer, University of Oklahoma

Vice Head and Program Chair

With 2020 being a Presidential election year the Electronic News Division will devote its pre-conference workshop to covering elections. Full details will come on the list serv and in future newsletters. A working committee that includes staff of the Markkula Center of Applied Ethics (at Santa Clara University) and two former AEJMC-

END Heads have a tentative schedule planned. A 5-hour program from Noon – 5:00pm on August 5 will explore issues our students face when trying to distinguish facts from fiction. The workshop will provide tips to professors from programs large or small to get ready for the fall election season.

ELECTRONIC NEWS DIVISION PRE-CONFERENCE WORKSHOP

COVERING ELECTIONS: STUDENT STYLE

EDUCATING STUDENTS AND AUDIENCES AROUND ELECTION ISSUES IN THE FAKE NEWS ERA:

Teaching Tips, Success Stories and Ethical Implications for All

LUNCH PANEL DISCUSSION Noon to 1:30 “IS MEDIA LITERACY A SOLUTION TO FAKE NEWS?”

WORKSHOP 2pm to 5pm

“Interactive Warmup”

-WHAT ARE THE KEY QUESTIONS FACING US? WHO HAS THE ANSWER? –

“Best Practices at both Small and Large Schools”

- Coverage Before & After Election Night
- Live On-Air Logistics
- Local/State vs. Regional/National
- Coaching Anchors & Reporters

“NEW TOOLS AND OLD TRICKS FOR ANY SIZE OF SCHOOL”

(live blogging, use of Slack, live shots, social media, mobile reporting, etc...)

“Breakout roundtable small group sessions”

- Partnerships across campus and with local media
- Transition from being a Professional to becoming an educator leading election coverage
- Ideas for funding

“CLOSING SESSION: Emotional Impacts on our Students and Ourselves”

The committee is searching for a venue off site near the conference hotel. More details with panelists, venue and information on cost to come. **At this point the estimated cost of the pre-conference workshop, including lunch, is \$35.** Once a final number is determined, we will notify the division.

STATIC is the newsletter of the Electronic News Division of AEJMC. It is published three times a year (Fall, Spring and Summer) and distributed to all members via our listserv and website.

All members are welcome and encouraged to submit articles or article ideas for future editions. If you are interested in submitting, please contact Justin Blankenship, division secretary and new editor at jzb0124@auburn.edu