

## Ch-Ch-Ch-Changes:

### A New President, A New Interest Group Cabinet

**T**his wasn't the newsletter introduction I planned to write. On Nov. 3 (and in the many days that followed) as I watched election results roll in, I braced for the worst. The cynic in me was confident we'd face four more years of the status quo: A fractured democracy, crumbling public health infrastructure, corporate exploitation, systemic racism, and dehumanization of queer people across social sectors.

While I'm not confident that a **Joe Biden** win will lead to a sea change for social justice, I did sleep for 10 blissful hours on Saturday night, Nov. 7, after our president-elect's acceptance speech. For the first time in more than four years, I felt something unfamiliar. Was it hope? (Or was it serotonin?)

In all seriousness, the **Donald Trump** regime has left lasting trauma on all of us who research and teach about marginalization and mass media. Whether we're fielding questions about the Supreme Court or police brutality, LGBTQ faculty are experiencing compacted emotional taxation. I hope you have been taking time to slow down and take stock as we navigate the uncharted waters of Zoom University.

In my new role as LGBTQ Interest Group Head, you'll be hearing a lot from me about self-care as a scholarly ethos -- about the ways we can extend compassion to each other, our students, and ourselves. I've been leading workshops about Trauma-Informed Pedagogy at Cal State Fullerton, where I teach, and look forward to sharing those resources with you in future newsletters.

In this issue, you can look forward to content about our AEJMC conference programming by Vice-Head **Minjie Li**. Although we are tentatively planning to meet in-person in New Orleans, AEJMC is considering options for virtual attendance and will send members an update in February.

We also have a bunch of new chairs to introduce: **Kay Colley**, PF&R Chair; **Harrison Hove**, Teaching Chair; and **Lyric Mandell**, Grad Student Chair. Dr. Colley introduces herself and her plans for cross-platform partnerships with NoLa media. Professor Hove outlines tips for queer-friendly online teaching. And the future-Dr. Mandell muses on networking as a Ph.D. student during the pandemic. Finally, our longstanding Newsletter Editor and this year's Research Chair, **Andrew E. Stoner** issues our call for original 2021 research.

I am excited to work with all of you this year -- whether we're fully online or grabbing mile-high margaritas on Frenchmen Street. With a new COVID-19 response team led by actual scientists, I'm hopeful we might meet in person after all.



**CHELSEA REYNOLDS**  
Interest Group Head

### ABOUT THE LGBTQ INTEREST GROUP

**T**he Lesbian, Gay, Bisexual, Transgender and Queer interest group (LGBTQ) was established in 2003 with the desire and ability to create dialogue and support scholarship about LGBTQ concerns that should be discussed in classrooms nationwide. Our mission is to help journalism and mass communications professors integrate LGBTQ issues and perspectives into JMC education and to support research into these issues and perspectives.

## Programming for Queer Resilience

For the AEJMC 2021 programming, the LGBTQ Interest Group put its emphasis on topics related to queer resilience. New Orleans is known for its resilient queer history and culture, celebrated in Mardi Gras, Southern Decadence, and carnivals around the city. Whether in response to Hurricane Katrina, COVID-19, the HIV crisis, or arson attacks on gay bars, New Orleans's LGBTQ communities have always risen up.

Co-sponsored with the Entertainment Studies Interest Group, our research panel, *"Queering the Quarter: Intersectional Representations in Film, Television and Streaming Shows,"* will investigate the intersectional representations of BIPOC film, television, and streaming programs that are set in New Orleans (e.g., *American Horror Story: Coven*, *Project Power*, *Big Freedia*, *Nightwatch*, *NCIS New Orleans*, *Treme*, *Interview with a Vampire*, *Girls Trip*, *Black And Blue*, etc.). Moreover, it will explore the intersectional possibilities in the future of queer media studies in the context of the Deep South.

In addition to the COVID-19 pandemic, 2020 is also a year of civil unrest and the deadliest period for transgender people. While the tensions in police brutality and #BlackLivesMatter intensify, 33 transgender people have been murdered so far. Most of the victims are transgender women of color. It calls for effective teaching strategies to deliver diversity literacy to the future practitioners in mass communication. To this end, the LGBTQ Interest Group has programmed two teaching panels that merge diversity literacy with professionalism and practice:

- Co-sponsored with the Electronic News Division, the panel, *"Raising Awareness: Teaching Cultural Competencies, Diversity and Inclusion in the J-School Classroom,"* will discuss how to transform empathy and cultural competency into best journalistic practices that accurately cover marginalized groups.
- Moreover, we dedicate an entire panel, *"Transforming Transgender Journalism Education,"* to share teaching resources on the ways in which educators can teach student journalists how to report about transgender issues without stigmatizing and victimizing the transgender community. This panel will be co-sponsored by the Commission on the Status of Women.

In the area of professional freedom and responsibility, the LGBTQ Interest Group works with the Law and Policy Division to host the panel, *"Librarians as Lawbreakers: Criminalization of Story Hours and Other Attempts to Restrict Library Materials and Services."* Libraries have increasingly become the contested site for the disputes over freedom of expression at the local level. Recently, while the Drag Queen Story Hours in library children's rooms have received positive responses across the nation, these programs have also become the center of controversy and the target of criminalization.

At the crossroads of the global pandemic, civil unrests, and the epidemic of anti-transgender violence, we need the queer resilience more than ever. Through these panels, the LGBTQ Interest Group hopes to navigate these trying times with you, our members. Continuing our tradition of uplifting graduate students, the Interest Group will have a respective LGBTQ Top Student Papers Session along with a Top Faculty Papers session for AEJMC 2021.



**MINJIE LI**  
Interest Group Vice Head



**The LGBTQ Interest Group will partner with the Electronic News Division, the Commission on the Status of Women and the Law & Policy Division for panels at the 2021 AEJMC convention.**

# Going virtual

San Francisco AEJMC conference goes online for 2020

#AEJMC2020

A look back at the  
103rd annual  
AEJMC Convention

Under the theme  
“Saving the Planet  
Through Better Media  
& Communication,” for  
the first-time ever the  
AEJMC conference went  
online with live,  
synchronous and  
recorded sessions. More  
than 1,000 scholars  
attended.



## LGBTQ Interest Group 2020 Conference Highlights

This year, because the conference was in San Francisco, the LGBTQ Interest Group offered more PF&R sessions than we did research and teaching. This allowed local professionals and other practitioners to highlight how their work on and with LGBTQ history, asylum seekers, and social justice intersects with academia.

Overall research submissions to the AEJMC conference increased in 2020, however, a slight decrease in submissions was noted for the LGBTQ IG. This year we had 12 submissions, down from 17 last year. This may be attributable to COVID-19 challenges for all of the academy.

In addition to COVID 19, the 2020 socio-political landscape of the U.S. was impacted by Black Lives Matter protests and two historical Supreme Court rulings that upheld LGBTQ employee protections and the DACA program. These events will guide the intersectional goals for the LGBTQ IG in the upcoming year.

### Teaching

The LGBTQ interest group agrees with AEJMC that the interests of the students we are training should be taught by faculty and led by administrators who have given thoughtful consideration to excellence in curricular matters, course content and teaching methods, and teaching performance. To that end, a teaching panel was co-sponsored with the Policy Division titled, “Political Speech on Campus/Online & Marginalized Students – Preparing for the 2020 Election.” Moderated by **Jason Martin**, DePaul University, panelists included **Jason Shepard**, California State University, Fullerton; **Tori Elstrand**, University of North Carolina Chapel Hill; and **Lisa Parks**, Massachusetts Institute of Technology.

### PF&R

The Interest Group also teamed up with two AEJMC divisions, the History Division and the International Communication Division, to host two PF&R panels.

The first panel, co-sponsored with the International Communication Division was titled, “International Communication & the LGBTI+ Refugee/Asylum Seeker.” Moderating was **Nathian Shae Rodriguez**, San Diego State University. Panelists included representatives of the Organization for Refuge, Asylum, & Migration (ORAM); The LGBT Asylum Project, Jewish Family & Community Services (JFCS); and the LGBT Freedom and Asylum Network.

The second panel, co-sponsored by the History Division was titled, “Historic Media Coverage of LGBTQ Issues: San Francisco and Other Key ‘Places.’” **Chelsea Reynolds**, California State University, Fullerton, was the moderator. Panelists were **Andrew E. Stoner**, California State University, Sacramento; **William J. Mann**, Central Connecticut State University; **Robby Byrd**, University of Memphis; and **Matthew Bajko**, associate editor of *The Bay Area Reporter*.

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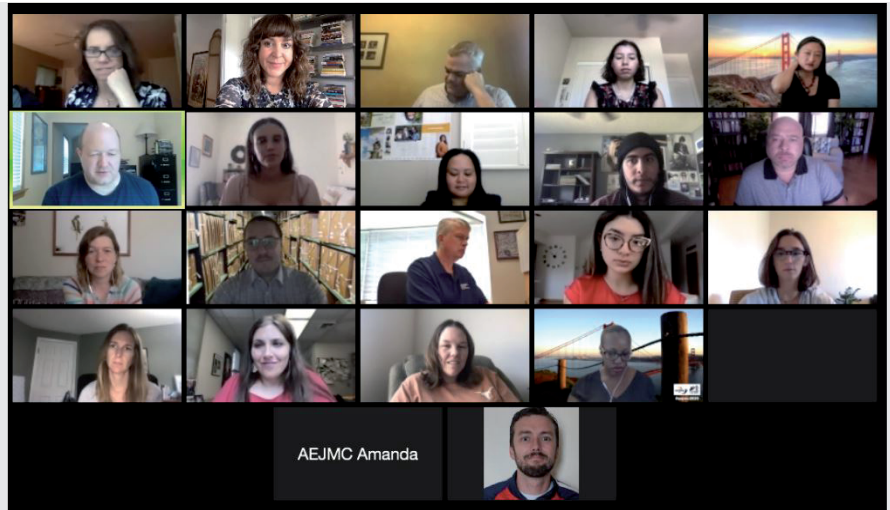
# 2020 Conference Review —

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## Research Panel and Sessions

Seven research papers presented in two different refereed research sessions, one faculty research paper session and one student research paper session. Additionally, one co-sponsored research panel was conducted along with the Cultural and Critical Studies Division.

The Research Panel was titled, “*Queering Methods: Exploring the Emerging Topics and Research Methodologies in the Queer Digital Space?*” and was moderated by **Genelle Belmas**, University of Kansas. Panelists were **Minjie Li**, University of Tampa; **Errol Salamon**, University of Minnesota; **Jade Metzger**, Wayne State University; **Erica Ciszek**, University of Texas at Austin; and **Chelsea Reynolds**, California State University, Fullerton.



**A screen shot from one of the LGBTQ Interest Group Zoom sessions for the 2020 AEJMC Convention.**

Research Session I highlighted the Top Faculty Research Papers and was presided over by **Minjie Li**, University of Tampa, with **Nathian Shae Rodriguez**, San Diego State University, serving as the discussant.

The Top Faculty Paper was awarded for “*Impacts of the 2016 Presidential Elections on Transgender and Gender Diverse People*” written by **Sarah Price**, University of Alabama; **Jae Puckett**, Michigan State University; and **Richard MocarSKI**, University of Nebraska at Kearney.

Other faculty papers presented were:

- “[EA] Amplifying and Signal Boosting: How Transgender Engage the Politics of Voice and Listening” by **Erica Ciszek** and **Paxton Haven**, University of Texas at Austin; and **Nneka Logan**, Virginia Tech University.
- “Mobilizing Social Capital Resources among Anti-Gay Marriage Civil Society Groups in Taiwan” by **Yowei Kang**, National Taiwan Ocean University and **Kenneth C. C. Yang**, University of Texas at El Paso.

Research Session II focused on the Top Student Research Papers, moderated by **Minjie Li**, University of Tampa, with discussant **Chelsea Reynolds**, California State University, Fullerton.

The “Top Student Paper” award was given for “*Investigating Sexual Racism and Interactions of Grindr App Users*” by **Ming Wei Ang** and **Justin Tan**, Nanyang Technological University.

Other student papers presented were:

- “Say Their Name: How the News Reports the Death of Transgender Individuals” by **Rachel Stark**, University of Memphis.
- “I Could NOT Relate More: An In-depth Analysis of #growingupgay on Twitter” by **Lyric Mandell** and **Alysson Romo**, University of Houston.
- “No Fats, No Fems, No Asians” by **Andrew Kix Patterson**, University of Memphis.

The LGBTQ IG Sparkpage for the 2020 Annual Conference can be found at:  
<https://spark.adobe.com/page/jNfav9SYgCGPo/>

# 2021 Paper Call deadline is April 1

**A** EJMC's Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Interest Group seeks submissions of original, non-published, English language only research papers on any topic related to sexual orientation, gender identity, or gender presentation, and journalism or mass communication for the AEJMC Conference, Aug. 4 to 7, 2021, in New Orleans, Louisiana.

New Orleans is known for its resilient queer history and culture, celebrated in Mardi Gras, Southern Decadence, and carnivals around the city. Whether in response to Hurricane Katrina, COVID-19, the HIV crisis, or arson attacks on gay bars, New Orleans's LGBTQ communities have always risen up.

This year, we are encouraging panel proposals and papers on topics related to queer resilience, whether that be through crisis/restorative communication, entertainment studies, journalism studies, or science, health, or environmental communication. We ask panelists to also consider how race, civil rights, queer diasporas, queer Creoles and Cajuns, and New Orleans's mythology of monstrosity and vampirism may intersect with media narratives and mass comm research.

Both faculty and students are strongly encouraged to submit their unpublished work. Papers employing all methods of inquiry and theoretical frameworks are welcomed. Monetary awards are provided for exceptional scholarship as detailed below.

All research papers must be uploaded through an online server via the AEJMC's website, [www.AEJMC.org](http://www.AEJMC.org). The following call applies to all papers submitted to the LGBTQ Interest Group:

- Submissions via the AEJMC web site are highly recommended to be in PDF format.
- The paper must be uploaded to the server no later than 11:59 p.m. CDT, Thursday, April 1, 2021.
- An abstract for the paper must also be uploaded of no more than 75 words.
- The submission form must be completed with the author(s) name, affiliation, mailing address, telephone number, and email address. The title should be printed on the first page of the text and on running heads on each page of text, as well as on the title page. Do not include the author's name on running heads or title page.
- Papers uploaded with author's identifying information will not be considered for review and will be automatically disqualified from consideration.
- Papers are accepted for peer review on the understanding that they are not already under review for other conferences and that they have been submitted to only the LGBTQ Interest Group of the AEJMC for evaluation. Papers accepted for the AEJMC conference should not have been presented to other conferences or published in scholarly or trade journals prior to presentation at the conference.
- Papers submitted with both faculty and student authors will be considered faculty papers and are not eligible for student competitions.

## **LGBTQ Interest Group Research Awards**

The LGBTQ Interest Group is pleased to provide monetary awards and recognition for top student and faculty papers:

- **Top Student Paper Award:** The LGBTQ Interest Group encourages graduate student submissions in its Top Student Paper competition. To be considered for the competition, papers must be wholly the work of students. The author(s) of the top student paper award will receive \$200 and a certificate in recognition of their work.
- **Top Faculty Paper Award:** The top faculty paper submitted to the LGBTQ Interest Group will also receive an award. Papers written solely by faculty, or papers co-authored by faculty members and students, are eligible. The author(s) of the top faculty paper award will receive \$200 and a certificate in recognition of their work.

Additional information about the LGBTQ Interest Group can be found on our Twitter page, <https://twitter.com/aejmcgbtq>. Questions regarding submissions should be e-mailed to the LGBTQ Interest Group Research Chair, **Andrew E. Stoner**, at [andrew.stoner@csus.edu](mailto:andrew.stoner@csus.edu).

The LGBTQ Interest Group urges all submitters to submit at least a day or two before the April 1, 2021 deadline so they can check to make sure that the uploaded document does not contain any self-identifying information in its properties. An early submission will allow any and all individuals to fully check submissions as they are entered into the system so that a resubmission prior to the deadline is possible.



**ANDREW STONER**  
Research Chair

## A new PF&R Chair for 2021

I am so excited to be serving the LGBTQ Interest Group as your PF&R Chair. But before I get into my goals for the year, I'd like to introduce myself. My name is Dr. **Kay L. Colley**. I'm a full professor, Department Chair and Faculty Assembly Chair-Elect at Texas Wesleyan University in Fort Worth, Texas.

I started my career in journalism, but I've also spent some time in advertising sales and public relations. I've taught and served as student media director or adviser to student media for more than 20 years at both public and private institutions.

I've been very active with the Small Programs Interest Group in the past, serving in a variety of capacities, including Chair, so I'm really looking forward to finding ways to collaborate more across IGs and divisions. Actually, all of my goals this year, involve collaboration:

- To collaborate with professionals in NOLA to create a series of videos to promote the diversity of NOLA in terms of LGBTQ people and how media support and create community for LGBTQ people in NOLA and Louisiana.
- To collaborate with other IGs and divisions to begin creating a dialogue among AEJMC IGs and Divisions about diversity and how to be a more effective organization.
- To collaborate with NLGJA and the Trans Journalism Association to see how we can work together to amplify our voices.

I teach international and intercultural communication at Texas Wesleyan, and I'm always amazed at how we as communicators often have the hardest time in communicating, particularly in terms of communicating across cultures. We tend to relegate those communications to months that are history of- or focus on- a particular culture. The importance of such an approach is clear when we're getting the conversation started, but I want to move us further into the conversation.

My plan in all of these collaborative efforts is to reach out to others to expand our diversity efforts and see how we can work together to amplify our voices. Getting all of our organizations working together to amplify our voices is so important in this time when professional communicators are being attacked and harassed for doing their jobs. Speaking as one voice across all of our professional and academic organizations not only amplifies our voices, it shows the public at large who we are and what we do, something important today when the average person questions the veracity of legacy media more than social media.

And, as we move closer to our AEJMC convention in New Orleans, working with professional communicators in NOLA will be important. I don't know about you, but I love New Orleans. It is a city that makes me feel like being queer is normal, not always the feeling I get in Fort Worth, Texas. Finding a way to celebrate NOLA and its community is a way to once again focus on the collaborative nature of communication..

These are challenging goals, and I know I can't accomplish them alone. I look forward to working with each of you to make them a reality. Please let me know how you'd like to help at [kcolley@txwes.edu](mailto:kcolley@txwes.edu).



**KAY COLLEY**  
PF&R Committee Chair

## AEJMC Statement about 2021 New Orleans Conference

AEJMC is still evaluating the eventual modality for the August 2021 conference. We will be collecting information between now and January through a membership survey, conversations with our contracted hotel, and monitoring public health statements. We anticipate making a final announcement by Feb. 1, 2021.

— **Tim P. Vos**, AEJMC 2020-21 President  
and 2020-21 AEJMC Board of Directors

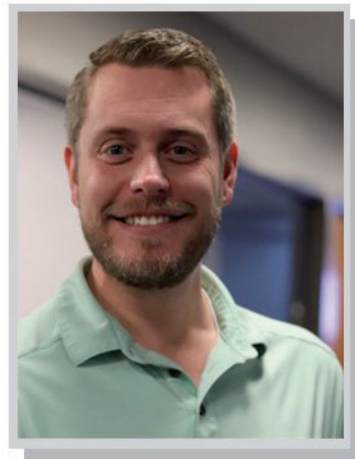
# Seven teaching tips for a pandemic

**C**OVID-19 has sent higher education largely into a world of isolation with remote learning. Instructors have been asked to carry out some monumental tasks like transitioning entire courses into an online framework. Many of us have been worried about clearing our own hurdles related to teaching, research, and service during this unique time. While instructors' challenges are real, I would encourage us to remember why we are so passionate about teaching in the first place.

One of the hallmarks of a great instructor is a student-centered teaching philosophy. We mustn't forget who we are here to serve and empower. In a world of social isolation and remote learning, our students, particularly those from the LGBTQ community, need us. LGBTQ students might find themselves without community support and resources they depend on. These students might be living with unsupportive family members, or even disconnected from supportive friendships.

There are a number of low maintenance and high impact strategies that instructors can implement to help uplift and empower our students during this time, particularly those from marginalized communities:

1. Add your pronouns to your display name in Zoom. This allows you to set the example for the entire class and affirm the importance of preferred pronouns.
2. Creatively incorporate your LGBTQ support into your Zoom background.
3. Create a space for creative introductions that allowing students to share about themselves. Self-introductions can be a source of empowerment and help students with similarities find each other.
4. Collaborative netiquette guidelines allow for peer-to-peer collaboration on rules that govern interactions within the class. This is a chance for the entire classroom community to stand behind conduct that uplifts all students, and can be an affirming process for our LGBTQ students.
5. Foster interactivity. Many of our LGBTQ youth could be feeling very isolated and interactive, and collaborative work can achieve course goals while encouraging social interaction.
6. Create open-ended assignments that provides for student choice. This paves the way for students to create LGBTQ themed content for your course. Immersion with these can help students foster deeper ties to the LGBTQ community during this unique time.
7. As you utilize guest speakers, be conscious about the backgrounds these speakers represent.



**HARRISON HOVE**  
Teaching Chair



*The Association for Education in Journalism and Mass Communication (AEJMC) is a nonprofit, educational association of journalism and mass communication educators, students and media professionals. The Association's mission is to promote the highest possible standards for journalism and mass communication education, to cultivate the widest possible range of communication research, to encourage the implementation of a multi-cultural society in the classroom and curriculum, and to defend and maintain freedom of communication in an effort to achieve better professional practice and a better informed public.*

## Networking during a pandemic

Our year of 2020 has been a crazy one, to say the least. It has been a year of change as well. I moved from a master's to a doctoral program. I graduated from an institution in which I spent five years, and with my departure, I left behind my support system, social and academic circles. My life completely transformed: a new city and university, during the most active hurricane season Louisiana (my new place of residence) has ever seen, and we are in the midst of a global pandemic to top it all off.

With relocation came fears of finding a welcoming social circle, especially in a time of uncertainty, where face-to-face interactions are strongly discouraged. And as a doctoral student, my burning question was, how can I network during this pandemic? While it is easy to focus on the ways the coronavirus has physically separated us, I realized I needed to focus on the ways it has made it easier to connect with others and normalized honest conversations about academic life.

Social media has been a lifesaver when it comes to networking during this time of physical distance and social isolation. I've kept tabs on old friends and colleagues, bonded with people in my new department, and connected with academics and graduate students from around the world. With my increased use of Twitter, for instance, I have noticed positive shifts in rhetoric surrounding academic life; it's being used by students and professors to have candid conversations about the struggles of "Zoom University," fears of finding jobs post-graduation, and what the "pandemic productivity" could mean for graduate students and professors on a tenure clock. The academic community has become more supportive; spotlighting and championing individuals' accomplishments and offering more junior members advice about navigating the system.

With the shift online, reaching out to new people seems less daunting, as most communication is being conducted through the interweb. Zoom seminars and panels make attending events more accessible and act as an excellent gateway to learning about topics and connecting with people you may not otherwise be exposed to. While I miss in-person classes, events, and conferences, I, fortunately, have been able to cultivate a robust network through a screen. I cannot wait until we are all together in person again, but until that is safe, I look forward to connecting with y'all on social media, email, or maybe attending the same online webinar soon!



**LYRIC MANDELL**  
Graduate Student Outreach Chair

## AEJMC equity, diversity award deadline coming up Jan. 21

Nominations (applications and self-nominations are welcome) for the 2021 AEJMC Equity & Diversity Award, which recognizes journalism and mass communication academic units that are working toward, and have attained measurable success, in increasing equity and diversity among their faculty.

The unit must display progress and innovation in racial, gender, and ethnic equality and diversity during the previous three years.

Previous recipients of the AEJMC Equity & Diversity Award are Syracuse University's S.I. Newhouse School of Public Communications (2020); the Reynolds School of Journalism at the University of Nevada, Reno (2019); Temple University's Klein College of Media and Communication (2018); Arizona State University's Cronkite School of Journalism and Mass Communication (2017); University of North Texas' Mayborn School of

Journalism (2016); University of Alabama's College of Communication and Information Sciences (2015); Iowa State's Greenlee School of Journalism and Communication (2014); Penn State's College of Communications (2013); The University of Southern California Annenberg School of Journalism (2012); Texas State University's School of Journalism and Mass Communication (2011); Elon University's School of Communications (2010); and Louisiana State University's Manship School of Mass Communication (2009).

The 2021 AEJMC Equity & Diversity Award will be presented during AEJMC's New Orleans Conference to be held Aug. 4-7, 2021, at the New Orleans Marriott. The AEJMC president also will travel to the winning academic unit during the 2021-22 academic year

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## 2020-21 INTEREST GROUP OFFICERS

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## Equity, diversity award —

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to make an on-campus presentation of the award. The AEJMC Equity & Diversity Award selection committee will expect applications to address all the items listed as the committee will evaluate efforts over the past three years in these following areas:

- **Hiring and Recruitment:** The academic unit illustrates efforts in recruiting, hiring and retaining qualified faculty from groups historically underrepresented in U.S. academia and/or from groups that reflect the communities that the unit serves.
- **Status of Current Faculty:** The academic unit illustrates equitable representation among full-time and part-time faculty that include groups historically underrepresented in U.S. academia and/or groups that reflect the communities that the unit serves.
- **Climate:** The academic unit illustrates a supportive climate. The unit strives to be free of discrimination.
- **Institutionally Embedded Support:** The academic unit offers formal support for equity and diversity initiatives.
- **Other initiatives to foster diversity:** The academic unit has initiated other diversity efforts not listed above.

Applications may be submitted by any AEJMC or ASJMC member, by any faculty member within the nominated unit, or by the head of the nominated unit. Completed applications, collated into one PDF file (and sent as an e-mail attachment) must be sent to: **Mia Moody-Ramirez**, Baylor University, at Mia\_Moody@baylor.edu. Mention "AEJMC\_diversity" in the subject line of your email submission.

Only emailed applications will be accepted. Applications that are incomplete will not be considered. Important: Applications remain active and eligible for three years; reconsidered academic units are encouraged to update their applications. Previous Equity & Diversity Award recipients may apply again after 10 years of receiving the award.

For complete application requirements, visit: [https://www.aejmc.org/home/2020/09/equity-diversity-award/?utm\\_source=rss&utm\\_medium=rss&utm\\_campaign=equity-diversity-award&utm\\_source=rss&utm\\_medium=rss&utm\\_campaign=equity-diversity-award](https://www.aejmc.org/home/2020/09/equity-diversity-award/?utm_source=rss&utm_medium=rss&utm_campaign=equity-diversity-award&utm_source=rss&utm_medium=rss&utm_campaign=equity-diversity-award)

The application deadline is 5 p.m. EST, Jan. 11, 2021. Late applications will be included in next year's competition. Please address any questions to Moody-Ramirez. The committee reserves the right not to present an award in any given year.

