

I'm proud of you:

Reflecting on our one-year lockdown anniversary

Many mornings lately I wake up wondering what day it is. Once I check my Outlook calendar, each task feels like wading through mashed potatoes. The brain fog is real.

As we move through the "Depression" and "Acceptance" phases of our grief cycles, we start to physically process trauma. While many of us celebrate our first vaccine doses, we simultaneously mourn our academic routines, connections with colleagues, and loved ones lost. It's okay to feel [insert any emotion] after a year spent in 24/7 survival mode.

As LGBTQ+ faculty and grad students, we especially miss our queer communities -- often found through nightlife and public spaces shuttered during the pandemic. And yet, our academic networks are strong, maintained through a common ethic of care.

I invite you to reflect on the last year: What you've endured, what service you've offered, how you've been gentle with yourself.

I'm proud of you. Your students are proud of you.

As part of my strategic goals to address faculty mental health, you'll find a Trauma-Informed Pedagogy whitepaper on page 3. I designed this handout as part of my Trauma-Sensitive Teaching speaking series, which I've recently offered at the Arthur W. Page Society, the University of Virginia, and the CSU. Feel free to adopt these tools as we navigate the last 8 weeks of Spring semester.

This newsletter offers plenty of pandemic-focused content. Our Teaching Chair, **Harrison Hove**, provides first-hand insights from Interest Group members about a return to in-person teaching on page 6. Our Graduate Student Liaison, **Lyric Mandell**, describes how grad students feel about Zoom seminars on page 7. Both essays comment on the ways we can support LGBTQ+ students.

This is also a newsletter with lots of news! When we published our last issue in December 2020, we were still hopeful about meeting in New Orleans for our summer conference. We now know that AEJMC 2021 will be held fully online.

Our Vice Head **Minjie Li**, embraces our online conference modality in his letter from the Vice-Head, on page 2. You can read more about PF&R Chair **Kay Colley's** plans for virtual outreach on page 5.

The LGBTQ Interest Group Members' Meeting is now open to non-AEJMC members (despite its name). It will be held on Zoom on Friday, July 30, at 11 a.m. Pacific, 2 p.m. Eastern Time.

Finally, peer-reviewed papers are due on April 1. Research Chair **Andrew Stoner** walks you through our expectations on page 4.

Thank you for your continued investment in our little corner of AEJMC!

Here's to hoping it'll be safe enough to hold Pride Parades this June.

— **Chelsea Reynolds**, IG Head



CHELSEA REYNOLDS
Interest Group Head

ABOUT THE LGBTQ INTEREST GROUP

The 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.

Queer Resilience is an ongoing process

The AEJMC 2021 conference is officially going online. While we might not be able to physically gather in New Orleans, there are certainly many things worth celebrating this year, in Mardi Gras or Southern Decadence style.

Many of us have survived another semester of pandemic teaching; the new administration promised to make vaccination available for all by May. More importantly, President **Joe Biden** has signed an expanded executive order to fight discrimination against LGBTQ individuals in housing, health care, and education, which marks the most far-reaching federal protections to date.

The LGBTQ community, however, has started to face new rumbling waves of systemic oppression. Alabama senators has voted to criminalized hormone therapy and surgery for transgender youth; similarly, Mississippi's governor has signed an anti-trans bill into limit transgender athletes' engagement in sports. Nationally, according to the Human Rights Campaign, "there are so far 147 anti-LGBTQ bills under consideration in state legislatures across the country." A new presidential era does not guarantee a new day for the LGBTQ movements.

Queer Resilience – which is also the theme of the 2021 AEJMC LGBTQ programming – is needed more than ever, given the contentious current political climate. As queer or ally educators, we all can agree that legitimizing subjugated queer knowledge and making queer stories accessible are crucial to the remedy of ignorance as well as the cultivation of queer resilience.

To further address the importance of accessibility of the queer knowledge and queer contact, the LGBTQ Interest Group has partnered with the Law Division to host a Drag Queen Story Hour reading "off-site" event. We hope this reading not only provides all AEJMC members an immersive experience of queer storytelling but also demonstrates the power of legitimizing diverse ways of educating our youths on diversity, equity, and inclusion through interpersonal contact and queer stories. Yes, the drag performer will be compensated with stipend thanks to the funding provided by the Law Division (the LGBTQ IG also supports the idea that people doing diversity should be compensated accordingly as opposed to being treated as "the calling" or free labor).

I want to particularly credit this wonderful upcoming event to its primary organizer, Dr. **Karen Markin**, University of Rhode Island. This event is sprouted from a panel session— "*Librarians as Lawbreakers: Criminalization of Story Hours and Other Attempts to Restrict Library Materials and Services*" (co-sponsored with the Law Division) – slated for AEJMC 2021. The confirmed panelists for this panel include Dr. **Kyla Wagner**, University of North Carolina at Chapel Hill; Dr. **Jason Shepard**, California State University, Fullerton; **Jonathan Hamilt**, executive director of the Drag Queen Story Hour; **Vera Eidelman**, ACLU's Speech, Technology & Privacy Project, and Dr. Markin. The panel session is tentatively scheduled for 10 to 11:30 a.m. Aug. 4. and the schedule of the Drag Queen Story Hour is to be determined. Please spread the word and attend both (please refer to the official AEJMC Program for the finalized scheduled).

As we have detailed in our last newsletter, we have also slated three other important panels— "*Raising Awareness: Teaching Cultural Competencies, Diversity and Inclusion in the J-School Classroom*" (co-sponsored with the Electronic News Division), "*Queering the Quarter: Intersectional Representations in Film, Television and Streaming Shows*" (co-sponsored with the Entertainment Studies Interest Group), and "*Transforming Transgender Journalism Education*," (co-sponsored with the Commission on the Status of Women).

As previously mentioned, there are countless challenges ahead for LGBTQ people in this new era. The good news is that queer resilience is not an outcome; instead, it is an on-going evolving process, a mechanism that equips us to deal with whatever comes our way.



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.



Trauma-Informed Pedagogy: A Whitepaper Prepared for CSUF Social Justice Week

By Chelsea Reynolds, Ph.D.
chreynolds@fullerton.edu

Assistant Professor of Communications
California State University, Fullerton

What is trauma? What does it look like?

We are living in a time of collective trauma. Trauma may result from any experience in which a person's **emotional resources** are not adequate to cope with **external stressors** (Hoch, Stewart, Webb, & Wyandt-Hiebert, 2015). Trauma can happen at the individual level, as with sexual assault, or at the community level, as with police brutality. Trauma manifests through the sympathetic nervous system, resurfacing through **physical and emotional responses** such as headaches, substance abuse, insomnia, memory loss, panic, etc. In the classroom, trauma may present through poor attendance, missed deadlines, withdrawal from coursework, acting out in class, or hypervigilance. Even exceptional performance can be a trauma response.

Trauma is intersectional

All of us have been traumatized by the COVID-19 pandemic. However, certain groups are at higher risk for historical and community-level traumas due to **systemic inequity**. Veterans are often cited as a risk group. But trauma is compounded among the following groups: Women, people of color, LGBTQ folks, Native Americans, former foster youth, refugees and immigrants, undocumented persons, and people with disabilities (Davidson, 2017). Trauma-informed teaching uses **social justice** principles.

Addressing trauma in the classroom

Promote Wellness

Build anonymous stress assessments and mental health activities into your syllabi. Offer them periodically.

Remind students to prioritize emotional and physical health. Deep breathing exercises can ground difficult discussions.

Invite guest speakers from Disability Services, Mental Health Services, LGBTQ Resource Centers, Diversity & Inclusion Resource Centers, etc.

Set Boundaries

Explain your role as a mandatory reporter at beginning of term.

Hold office hours in 15-minute segments. Refer students to expert resources when they reach or exceed 15 minutes.

Do not answer e-mails during evenings or over the weekend. Set a good example for work-life balance.

Avoid providing your cell phone number or personal social media accounts.

Be Flexible

Explicitly state your policy for accepting late work on syllabi.

If a student contacts you before they miss an assignment, allow them an appropriate (24-hour) extension.

Do not require funeral pamphlets, obituaries, or positive COVID-19 tests before providing extensions.

Accessibility impacts teaching equity. Opt for simple lessons on phone-compatible platforms.

Delegate

If you are not a trained therapist or medical professional, refer students to the Health Center or Psychological Services.

CSUF has a Confidential Advocate (www.fullerton.edu/titleix/resources/confidential.php) Not all students want to work with Title IX or campus police.

The CSUF Dean of Students Office can assist in extenuating circumstances.

Reynolds, C. (March 2021)

2021 Paper Call deadline is April 1

The LGBTQ Interest Group is excited once again to see the variety and quality of papers submitted for the 2021 AEJMC conference.

As we do each year, the IG will feature a Top Faculty Papers Panel, Top Student Papers Panel, and scholar-to-scholar poster section of 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. The presentations will occur at the virtual AEJMC Conference Aug. 4-7.

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. In addition, this year, the LGBTQ IG initiates a research panel solely for top student papers to encourage emerging scholars to pursue this line of work.

We especially welcome scholarship dealing with – but not limited to – topics such as:

- Queer resilience in the midst of experiences or stressors due to prejudice, discrimination, and violence rooted in homophobia, biphobia, and transphobia.
- Representations of bisexuality, sexual fluidity, and other sexual orientations that do not fit cleanly within the boundaries of “straight” or “gay.”
- Representations of genders and sexualities not covered explicitly in the “LGBTQ” acronym, such as asexual, intersex, pansexual, polyamorous, non-monogamous, questioning, two-spirit, non-binary, and gender-non conforming people.
- In previous conferences, papers included analyses of audience perceptions of LGBTQ TV characters, LGBTQ social media activist strategies, and coverage of transgender bathroom legislation. Given the significant LGBTQ history of the greater New Orleans community, communication scholarship with ties to the 2021 original host city are also encouraged.

Papers must be uploaded to the server no later than 11:59 p.m. (Central Daylight Time), Wednesday, April 1, 2021.

Paper submissions must comply with the AEJMC uniform paper call. Papers may be no longer than 25 pages, excluding tables, figures, and references; and contain no identifying information. Please refer to <http://aejmc.org/events/montreal2014/submit-clean-paper/> for detailed information on submitting papers for blind review. Each title page must identify whether the paper is a student or faculty submission.

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.

Questions?

Questions regarding submissions should be e-mailed to me, the LGBTQ Interest Group Research Chair, at Andrew.Stoner@csu.edu. The LGBTQ Interest Group urges all submitters to submit at least a day or two before the 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.

We look forward to once again having a provocative and engaging array of papers to help enhance the 2021 AEJMC conference even further.



ANDREW STONER
Research Chair

A new focus on collaboration

Even though we won't be meeting live for AEJMC again this year, I've still begun moving forward with my plans to collaborate with National Lesbian & Gay Journalists Association and the Trans Journalism Association.

I've had initial meetings, but really need to hear from you about how you would like to be involved in a collaborative effort between our interest group and these professional associations. I've heard from a couple of you, but I'd really be interested to hear what all of you would like to do to make this collaborative effort possible.

Within my own Society of Professional Journalists chapter in Fort Worth, I am working to make our programming more inclusive. That has been a challenge to remind people that inclusivity is not only necessary, but important.

Working with other interest groups and divisions within AEJMC has been a challenge for me, so I'd welcome assistance with the other interest groups and divisions you might belong to. The more we can divide our efforts, the more likely our voice will be heard.

One of my main goals for this year was focused on NOLA and Louisiana's queer community and media. Since AEJMC will be virtual, that goal may be more difficult to achieve, but it is no less important. COVID-19 has wrecked many of our community media outlets and focusing on this goal is also a way to reach across to the Community Journalism Interest Group to see how we can work together.

I hope you take a moment to send me an email to let me know how you'd like to be involved in this outreach efforts. It's going to take all of us to amplify the voices of the LGBTQ+ community. I hope you'll join me in the effort.

Please let me know how you'd like to help at kcolley@txwes.edu.



KAY COLLEY
PF&R Committee Chair

2021 conference will be virtual

The AEJMC Board of Directors has been carefully evaluating the climate related to the COVID-19 pandemic including monitoring public health guidelines, reviewing host city event restrictions, staying abreast of school travel and funding restrictions, engaging in communications with our contracted hotel, assessing member feedback via a conference forecast survey distributed Dec. 1, 2020, and more.

After considering the above and studying all possible data, the Board of Directors is confident in the decision to hold the AEJMC 2021 Conference in a virtual format. While we will greatly miss seeing you all face-to-face, your safety and health are our utmost priorities.

Also, please know that this year's event will not be the same as last year's virtual conference. We have collected member feedback through surveys, social media communication, one-on-one interactions, and Council of Divisions' activities, and we have heard all of your wonderful suggestions; many of those will be implemented in order to make this year's virtual conference a truly enriching and rewarding experience.

Last year was a learning process for everyone, and we look forward to seeing you in our virtual conference space in August.

— **Tim P. Vos**

AEJMC 2020-21 President

LGBTQ Interest Group Member's Meeting

**via Zoom on Friday,
July 30, at 11 a.m. PDT
(2 p.m. EDT)**

**This meeting is the week
before the AEJMC 2021
conference.**

**Non-members of the IG
are invited and welcome
to attend.**



L.G.B.T.Q.
INTEREST GROUP
ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION

A return to the classroom?

As vaccines roll out, there is hope that professors and students can soon reunite in a classroom setting. The process of walking into a classroom and teaching students face-to-face can be both liberating and traumatizing.

A handful of our colleagues have continued to teach in a traditional setting throughout. Now, we can lean on their experience and insight as more of us prepare to return to the classroom this coming summer and fall.

Health and safety protocols will likely be a focal point as your college or university community return to campus. University of Tampa Assistant Professor **Minjie Li** is teaching in person for the second consecutive semester. He says his classrooms had university-provided hand sanitizer and wipes. Louisiana State University Graduate Student **Lyric Mandell** says her classroom podium also featured a plexiglass partition. At the University of Florida, my classrooms featured wipes, sanitizer, and disposable masks for students who arrive unmasked. My students are required to test negative for COVID-19 every two weeks (tests are free and provided by the university).

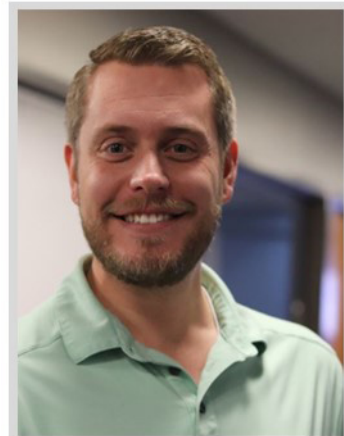
Students are typically excited to return to an in-person learning environment. This might be fueled by Zoom fatigue or a lack of socialization during the pandemic. Li says, “When students show up, they really show up. I was amazed by the high levels of the efforts that my students have invested in their in-person work.” The excitement and enthusiasm can fuel the classroom.

However, it is important to remember that each member of our community has been impacted and shaped by COVID-19 in a unique way. It remains as important as ever to listen, comfort, and empower students continuing to struggle with the ongoing health crisis. That willingness to engage on such a meaningful level can transform your classroom community. Li explains, “Because of the shared experience/struggles of the pandemic, students and professors form special professional and personal bonds.”

Our LGBTQ students might need special attention if they have been confined to unsupportive homes, forced to abandon transitioning temporarily, or face other intersectional inequities. Teachers have had to identify unique solutions to enhance the learning process through the duration of the pandemic. Creative solutions are still needed for classroom learning. Leveraging technology is key making sure all students have access to classroom content.

Li added, “While you can certainly plan ahead with one mode of instruction, it is very likely that you end up running the class in multiple modes simultaneously. Flexible planning is key.” Mandell identified a creative way to reduce contact in her classroom, “When assigning smaller group work, I use QR codes for students to scan instead of providing them with paper copies.”

As we return to the buildings many of us left behind a year ago, take comfort in knowing you are not alone. Your colleagues are walking a similar path. It is critical to support and nurture each other, along with the most vulnerable students, during this time of transition.



HARRISON HOVE
Teaching Chair

AEJMC launches ‘best reviewer’ contest

AEJMC President-elect **Susan Keith** and **Maria Len-Rios**, chair of the Standing Committee on Research, are focused on ways to improve the quality of feedback for paper reviews and discussants. As such, AEJMC has decided to provide reviewer “best practices” to the research chairs for 2021.

The LGBTQ Interest Group also wants to reward excellent reviewing, according to IG Head **Chelsea Reynolds**. As a result, a new “best reviewer” award is being created for the Interest Group for 2021 reviewers. All divisions and interest groups will submit the names of their “top reviewer” winners into a drawing for a free conference registration, paid for by AEJMC.



Susan Keith



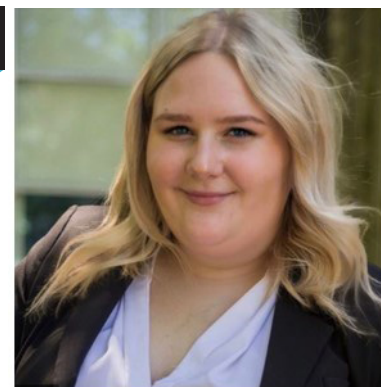
Maria Len-Rios

Who's 'zooming' who?

A new year, the same cheesy music taste. As this year's social distancing and academic modality patterns sadly mirror the past year, I have found myself continuously playing "Zoom" themed music to get through these strange times. Our reality stays the same, and the line from The Commodores' song "Zoom" hits close to home:

*"Zoom, I'd like to fly far away from here where my mind
can be fresh and clear, and I'll find the love that I long to see.
Where people can be what they wanna be"*

— "Zoom" by The Commodores (released 1977).



LYRIC MANDELL
Graduate Student Outreach Chair

Keeping a sense of identity and purpose has been challenging, and I find myself longing for the days of in-person classes, conferences, and graduate student happy hours. However, with the social isolation, I had the time to reflect on my identity and academic pursuits.

At times, the rigorous school and research schedule can seem daunting and overwhelming, but I have a renewed sense of responsibility and purpose. Now more than ever, research highlighting the impact of mass media messaging on societies' perceptions of underrepresented groups matters. Being socially distanced is difficult. Not having in-person conferences is difficult. But I am optimistic about the future.

"Zoom University" makes it challenging to create and maintain social connections, especially within classes and departments. While it can be hard, I have found that there are ways we can foster more inclusive environments:

- The first and most simple is incorporating pronouns into screen names. Including pronouns on screen can encourage students to share their identities and feel like they are in a safe space to do so.
- At the individual teaching level, allowing flexibility within assignments to make space for students to pursue research and projects they are passionate about is beneficial. Because of my professors' flexibility with assignments, this is the first semester where I have been able to strictly pursue research that I am passionate about—Jewish and Queer depictions in media — which has been very rewarding. I am even working on an exciting piece looking at viewers' exposure to the FX series *Pose* and its effects on audiences' perceptions and support for the trans community, so stay tuned!
- Departmentally, offering avenues for students to share their research in a low-stakes situation is crucial.

My institution has a weekly "Research Roundtable" that allows graduate students and faculty to share their current research.

- Another way we can support queer graduate students is by championing their and other queer researchers' success. I want to take this as an opportunity to celebrate two of our very own former graduate student liaison, **Elaine Almedia** and **Rachel Stark**. Elaine recently had her research on tenderness accepted for presentation, and Rachel just accepted an offer to pursue a Ph.D. in Mass Communication at Penn State next fall!

Know that we are here for you, and we want to support you. Now more than ever, it is essential as academics to support and lift each other up and celebrate each other's accomplishments!

Have an achievement you want to share, a publication, a conference acceptance, a new institution, or something else exciting? Send me an email at lmande4@lsu.edu or tweet me @LyricLyz. I want to celebrate YOU!



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 AEJMC 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.



L.G.B.T.Q.
INTEREST GROUP
ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION

2020-21 INTEREST GROUP OFFICERS

Head

CHELSEA REYNOLDS, Ph.D.

Assistant Professor
Department of Communications
California State University, Fullerton
chreynolds@fullerton.edu

Vice Head & Webmaster

MINJIE LI, Ph.D.

Assistant Professor
Department of Communication
University of Tampa
mli@ut.edu

Research Chair & Newsletter Editor

ANDREW E. STONER, Ph.D.,

Associate Professor
Department of Communication Studies
California State University, Sacramento
andrew.stoner@csus.edu

PF&R Chair

KAY COLLEY, Ph.D.

Associate Professor, Dept. Chair
Department of Mass Communication
Texas Wesleyan University
kcolley@txwes.edu

Teaching Chair

HARRISON HOVE, M.A.

Lecturer
College of Journalism & Communication
University of Florida
hchove@ufl.edu

Graduate Student Liaison

LYRIC MANDELL, Ph.D. Student

Manship School of Mass Communication
Louisiana State University
lmande4@lsu.edu

Preserving the LGBTQ history of New Orleans

The move to make the 2021 AEJMC conference a virtual event – as it was last year – means LGBTQ Interest Group members will miss a chance to retrace important parts of New Orleans' gay history.

One of the most noteworthy displays is a memorial plaque in front of a building at 604 Iberville Street in the French Quarter. The marker lists the names of the 32 women and men who perished in an arson fire at the Upstairs Lounge on June 24, 1973.

The lounge, located on the second floor of the building, was a popular gathering location for the fledgling New Orleans gay scene. The bar was packed with patrons on Sunday evening when the blaze broke out.

Until the shooting massacre at the Pulse Nightclub in Orlando, Florida in 2016, the Upstairs Lounge fire was the deadliest crime against the LGBTQ community in U.S. history.

The plaque, originally installed in 2003 on the 30th anniversary of the fire, was restored in 2019 via a Traveling Fellowship grant from The School of the Museum of Fine Arts at Tufts University to clean and restore homosexual monuments in the Netherlands and the United States.

The inscription on the plaque reads: "At this site on June 24, 1973, in the Upstairs Lounge, these thirty-two people lost their lives in the worst fire in New Orleans. The impact went far beyond the loss of individual lives, giving birth to the Lesbian, Gay, Bisexual and Transgender Rights movement in New Orleans."

To learn more about LGBTQ history in New Orleans, visit

<https://exhibits.lgbtran.org/exhibits/show/upstairs-lounge-fire/gallery?june-24-1973>



Upstairs Lounge memorial plaque at 604 Iberville Street in the French Quarter of New Orleans.