

MMEE Division Annual Report for 2020-2021

Group Name:

1. Current Officers' names, roles, and email addresses:

Division Head

Jiyoung Cha

San Francisco State University

Vice Head/Program Chair

Miao Guo

Ball State University

Research Chair (Annual Conference & Midwinter Paper Competitions)

Anthony Palomba

University of Virginia

Immediate Past Head/Named Awards Chair

Ronen Shay

Fordham University

Secretary

Mohammad Yousuf

The University of New Mexico

Communications Chair

Arien Rozelle

St. John Fisher College

PF&R Committee Chair

Todd Holmes

California State University Northridge

Teaching Committee Chair

Allie Kosterich

Fordham University

International Service/Outreach Chair

Damhee Kim

University of Arizona

Graduate Student Liaison

Shane Grace

Australian Film Television and Radio School

2. Provide an overall statement outlining the division, interest group, or commission's activities for this year for Research, Teaching and PF&R. The new assessment process recognizes that the relative weighting of these three activities will be different from year to year, but over the five-year reporting period, the three areas should receive generally balanced attention.

The MMEE division has balance of research, teaching, and PF&R activities. For the 2021 AEJMC conference, the MMEE division sponsors or cosponsors eight panel sessions including two research panels, three teaching panels, and three PF&R panels. These panels touch upon a wide range of timely issues with specific topics that include product management, global video streaming competition and business models, audience analytics, the use of artificial intelligence for news, big data, cross-platform media sales, and human resource management in newsrooms. The MMEE division also leads two free pre-conference workshops that are open to all AEJMC members. One provides a Python training opportunity for research as the use of Python has increased for data analysis in research, and the other focuses on remote teaching, taking this pandemic as an opportunity to discuss useful remote teaching tactics aimed to improve learning effectiveness.

3. Please write a bullet-point statement (500 word maximum), to be co-authored by the outgoing and incoming Heads, addressing:

* What were your goals for this year? What was your success in achieving these goals? Were you unable to reach any of these goals? If so, why?

The MMEE division had five goals for this year: 1) engage diverse faculty members in conference activities; 2) grow student engagement; 3) strengthen social media presence; 4) grow international networks; and 5) enrich partnerships with the media industry. The division succeeded in engaging diverse faculty members, strengthening social media presence, growing international networks, and enhancing partnerships with industry professionals. The division recognized the virtual conference as a great opportunity to engage scholars and industry professionals from diverse backgrounds around the world in the conference activities.

The panels included both junior and senior scholars from diverse ethnic, cultural, and career backgrounds. The panels also included industry professionals from Disney, Google, The New York Times, Digital Media Rights, KTVU FOX 2, Crown Media Networks, WTHR-TV Station, and Austonia.com. The teaching, research, and PF&R panels included panelists from the United Kingdom, Germany, and Belgium. Additionally, the division received more paper submissions

from foreign institutions when compared to the previous years. Ten out of 26 paper submissions came from Egypt, South Korea, China, Spain, Ireland, Thailand, England, and Germany.

The division succeeded in strengthening its social media presence by launching a LinkedIn group to cultivate a sense of community for MMEE scholars worldwide and engage them in the MMEE division's activities. The LinkedIn group attracted nearly 90 MMEE scholars including faculty members and students around the world. It also has been using other social media platforms such as Facebook and Twitter to continue timely and effective communications with the division members.

*What are your most important goals for the upcoming year?

- Strength the collaboration with other AEJMC divisions and disciplines

Since today's mass communication studies are growingly integrated with other discipline, it is vital for media economics and management scholars to incorporate multiple perspectives from other research areas and disciplines beyond mass communication. The scholars from computer science, nature language processing, machine learning, and artificial intelligence should be invited to expand the current scope of media management economics & entrepreneurship, as well as to innovate research methodology.

*What goals did your group set this year that you were unable to reach? Why?

One goal was to grow student engagement, and the division should continue to strive to achieve this goal. The division reached out to about 60 U.S. graduate programs in journalism and mass communication to boost student paper submissions and engage more students in this year's conference activities. The division received six students-only papers for this year's conference, whereas the division received eight last year. Although the absolute number of paper submissions from students slightly decreased, the number is not so discouraging, considering the pandemic. The division will continue to recruit student members outside of and during the conference.

*How may any or all of the Standing Committees help you to achieve your goals in the upcoming year?

The aforementioned goals of the MMEE division for the upcoming year align with the missions of the research, teaching, and PF&R standing committees. Accordingly, MMEE will continue to partner and collaborate closely with the standing committees to ensure our goals are met.

4. Each Division/Interest Group/Commission is assessed based on diversity and inclusion in participation and programming. Describe the ways in which your division/interest group/commission encouraged and promoted diversity and inclusiveness. Address membership, programming, and additional ways in which you embraced diversity and inclusiveness.

The aforementioned goals were shared with the division members and officers in September 2020; the division head's communication with them emphasized diversity and inclusion. The division's panel organizers were encouraged to consider gender, ethnicity, the level of career seniority and career backgrounds to engage people from diverse backgrounds in the conference activities. As a result, the division's panels included not only established senior scholars but also junior scholars from diverse cultural and career backgrounds. The panels also included industry professionals from Disney, Google, The New York Times, Digital Media Rights, KTVU FOX 2, Crown Media Networks, WTHR-TV Station, and Austonia.com.

To grow international networks, the MMEE division reached out to other major international associations of media management, economics, and entrepreneurship scholars. Specifically, the MMEE division shared calls for papers with the European Media Management Association, International Media Management Academic Association, the Korean Society for Journalism and Communication Studies, and other Asian communication associations. Also, the division reached out to nearly 200 international scholars who published in scholarly journals in the field to encourage them to submit their papers to the AEJMC conference. The effort to build global networks resulted in a noticeable increase in paper submissions from foreign institutions; ten out of 26 paper submissions came from Egypt, South Korea, China, Spain, Ireland, Thailand, England, and Germany. The teaching, research, and PF&R panels also included panelists from the United Kingdom, Germany, and Belgium.

RESEARCH

A primary goal of the Research Committee is to enhance the scholarly activities of AEJMC. Questions 5 through 9 apply ONLY to the annual AEJMC conference refereed research competition.

5. Did your group conduct any other type of refereed competition? (Could be creative projects, teaching papers or any other non-traditional method of inquiry.)

Number of submissions 26; Number of acceptances 13 .

6. Number of faculty research paper submissions 20; number of acceptances 10; 50%. (overall research activity; please note the Research Committee guideline is a 50% acceptance rate).

7. Number of student research paper submissions 6; number of acceptances 3; 50%. (research activity with students; please note the Research Committee guideline is a 50% acceptance rate).

8. Briefly explain the competition and the selection process.

The papers were ranked by overall score, and 50% of papers were selected for exhibition in the MMEE Division.

9. Total # of judges 28; # 3 papers per judge (please note the Research Committee guideline is no more than 4 papers per judge).

One reviewer failed to review papers, and so I covered the rest of the reviewed papers to ensure timely completion.

10. Overview of judging process (forms used, please attach). Include an explanation of recruiting reviewers and discussants. How did you help prepare your reviewers and discussants for their tasks?

There were no forms used in the judging process aside from what was provided on the AEJMC website. Participants were asked to review AEJMC protocols for judging process and were then asked to judge papers. Discussants were asked to review AEJMC protocols for moderating process. Please see below rubric that was used to evaluate papers.

Criterion Title/Description	Scale
Clarity of purpose 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Literature review 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Clarity of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Appropriateness of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Evidence relates to purpose of paper 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Evidence is presented clearly 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Evidence supports conclusions 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Writing and organization 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Relevance of focus of Division 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5
Significant contribution to field 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Value Min: 1 Max: 5

11. Please list your activities related to research at the conference.

I was responsible for finding reviewers, discussants, and moderators for AEJMC mid-winter as well as for AEJMC. Additionally, I sent out periodic emails to ensure that reviewers complete review of papers. Moreover, I compiled lists for top faculty papers, top student papers, and reached out to those who won these awards. I also created research paper panels based on subject area and fit.

12. Please list your out-of-conference activities related to research.

The MMEE division actively participated in the 2021 AEJMC Midwinter Conference. We received thirteen papers. Each of the thirteen papers received three reviews, with care given to avoid any conflict between reviewers and the anonymized submissions. Of the thirteen papers reviewed for competition, the division accepted nine papers, resulting in an acceptance rate of 69.2%. The top paper award was given to Asma Khanom (University of Oklahoma) for their submission, "A new reality for broadcast newsroom management: Is COVID-19 another era of transformation?"

13. Please describe briefly the research goals and activities of your division/interest group/commission. Such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities.

My goal is to make this conference easier to manage for future research chairs. I strongly recommend requiring that all participants identify as students or faculty members in the AEJMC database, as this makes it easier in awarding faculty and student top paper awards. It is very difficult trying to figure out who is a faculty member and who is a student, and this process is remarkably time-consuming.

I strongly suggest that AEJMC require all AEJMC participants to share their university bio from the university page as a link. Many Ph.D. programs feature and showcase their students. This should pop up in the summary for AEJMC participants. This will aid reviewers in quickly checking identification of participants in a timely and speedy fashion.

TEACHING

It is in the interests of the students we are training to 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 this end, the Teaching Standards Committee of AEJMC urges divisions and interest groups to include activities concerning curriculum, leadership, course content and teaching methods, and assessment.

14. Please list your in-conference activities related to teaching. Describe how these activities fulfill one or more of the Teaching Standards Committee's focus on curriculum, leadership, course content and teaching methods, or assessment.

This year we will have two in-conferences panels related to teaching. The first, "Integrating Product Management into a Media Curriculum" is led by MMEE and co-sponsored by EEND. This panel focuses on how the current media environment demands a continuous stream of products ready to meet audience needs, and the emergent role of product manager serves to prioritize them by providing a holistic perspective on a media company's goals. Product managers bring new skillsets into the firm and help bridge the divide and align the priorities among editorial, business, and technology departments. How do we prepare students for "non-traditional" media roles focused on a mix of disciplines such as product management? What are the best practices or potential additions to media, journalism, and communication curriculums or syllabi that could better equip our students to strike out on their own in a rapidly changing

industry? This panel includes experts from both MMEE and EEND divisions, as well as industry, to discuss best practices and potential virtues of adding product management pedagogy to journalism, media, and communication programs. The panel addresses the Teaching Standards Committee's focus on curriculum, course content, and teaching methods.

The second teaching panel in-conference is titled, "Audience is King: Audiences and Analytics in Class Practice" and co-hosted by MMAG division. This panel focuses on The teaching area of Audience Analytics has undertaken continuous updating as more and more media organizations are demonstrating that analytics can tangibly improve institutional effectiveness in strategic areas, like audience engagement, content popularity, user sentiment, and advertising campaigns. This panel is focused on how audience/digital/data analytics is practiced in classroom among different disciplines, such as journalism, public relations, communication studies, and telecommunications. Specifically, this panel seeks multiple perspectives from academic scholars and industry experts, including how to link the practice of analytics/digital analytics tools to the course learning objectives, and what possible learning outcomes can be achieved through audience/digital analytics class implementation. The panel addresses the Teaching Standards Committee's focus on curriculum, course content, and teaching methods.

15. Please list your out-of-conference activities related to teaching. Describe how these activities fulfill one or more of the Teaching Standards Committee's focus on curriculum, leadership, course content and teaching methods, or assessment.

This year, MMEE will host one pre-conference workshop related to teaching. The session is entitled, "I Think Your Mic is Muted: Best Practices for Remote Teaching." The goal of this workshop is to have established faculty with extensive teaching experience provide an overview of a variety of pedagogical approaches to teaching remotely. Topics to be addressed include the case method; managing/teaching client-driven course work; balancing synchronous and asynchronous options; and managing/teaching writing in a remote setting. The panel addresses the Teaching Standards Committee's focus on curriculum, leadership, course content, and teaching methods.

16. Please describe briefly the Teaching goals and activities of your division. Such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities.

The division coordinated three co-sponsored teaching panels for the 2021 conference. These sessions were made possible by encouraging our members to set and achieve their teaching-oriented conference goals by networking across the AEJMC community and preparing cross-division teaching proposals. Nine teaching proposals were submitted by our membership for consideration, with three proposals being accepted for the annual conference. While our main goal was to coordinate sessions that lead to the betterment of our students, we also recognize that en route to that goal faculty need to invest time and energy into their own pedagogical training. Accordingly, we believe our sessions fulfill the Teaching Standards Committee's focus on curriculum, course content, and teaching methods.

PF&R

Each year the PF&R Committee expects some programming both during the conference and between conferences in at least three of the five PF&R areas to meet minimal expectation. Over a period of a few years, divisions and interest groups should have activities in all five areas. A few activities of high quality are preferred and evidence that helps assess quality is helpful.

It is important to fully explain the division or interest group's role in organizing a session or panel. Suggested notations: division planned, division was primary or secondary sponsor, division sent out a special paper call on the topic, division provided names for panelists, etc.

17. Please list your in-conference activities related to PF&R. Describe how these activities fulfill one or more of the PF&R Committee's focus on free expression, ethics, media criticism & accountability, racial, gender and cultural inclusiveness, or public service. Include a list of non-member invited conference speakers with names and affiliations.

This year the division is hosting a panel session co-sponsored with the Communication Technology Division entitled "Media in the Age of Automation, Robotics and Artificial Intelligence." The panel focuses on the impact of automation, robotics, and AI on the media, including the processes of news reporting and media production as well as consumption. The panelists will also discuss the changing ecology of the media in addition to the ethical and legal implications of these technologies. As such, this panel will effectively address two of the PF&R Committee's goals: support and promotion of ethical behavior and a focus on media criticism and accountability. This panel brings together academics from U.S.-based institutions as well as a scholar from Jade University in Germany.

Furthermore, the division has a second panel session co-sponsored with the Communication Technology Division, "Global Video Streaming War: Competition, Business Models, Consumer Behavior and Local OTTs." This panel will focus on the adoption of video streaming services by traditional television service providers and the resulting fierce competition and consumer choice. Recognizing changing consumer behavior, the panel discusses competition among video streaming platforms, their business models and competitive strategies, and how the emergence of over-the-top (OTT) platforms affect local television content providers as well as local streaming service providers on a global scale. The panel brings together scholars from both U.S.-based and international universities as well as industry executives. The international scholars represent the University of Oxford and Ghent University while the media practitioners hail from Disney Streaming Services and Digital Media Rights.

In addition, the division has a third panel session co-sponsored with the Advertising Division titled "Media Sales Fundamentals and Skills in a Cross-Platform Environment." This panel will focus on the best practices for teaching media sales fundamentals and skills in a cross-platform and increasingly fragmented workplace. This discussion will include an overview of traditional advertising, such as the selling of commercial time within programs, and via digital advertising vehicles, including online video or social media advertising. In conjunction with advertising, brand integration initiatives, including product placement, will be touched on as well. This panel will also include the topic of ethics in the practice of media sales and, therefore, addresses the PF&R Committee goal of supporting and promoting ethical behavior. The panel is comprised of

five industry practitioners, with one person who is both an academic and an industry professional, and one academic. Four of the media executives are from Walt Disney Television, Crown Media Networks, KTVU FOX 2, and Google while one is self-employed. The individual who is a practitioner and an academic as well as the full-time academic hail from a U.S.-based institution.

18. Please list your out-of-conference activities related to PF&R. Describe how these activities fulfill one or more of the PF&R Committee's focus on free expression, ethics, media criticism & accountability racial, gender and cultural inclusiveness, or public service.

Unfortunately, there are no out-of-conference activities to report for this year.

19. Please describe briefly PF&R goals and activities of your division. Such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities.

The division coordinated three co-sponsored PF&R panels for the 2021 Conference. These sessions became a reality by first developing ideas that would address the goals outlined by the PF&R Committee. Once the initial ideas were identified, members of the MMEE Division reached out to members of other AEJMC divisions to gauge interest in co-sponsoring these potential panels and to solicit ideas for ways to improve or modify the sessions. In addition, the MMEE Division members also collaborated with other members of the Division to better define the ideal PF&R panel sessions. By co-sponsoring with CTEC on the "Media in the Age of Automation, Robotics and Artificial Intelligence" and "Global Video Streaming War: Competition, Business Models, Consumer Behavior and Local OTTs" panels in addition to the co-sponsored panel with the Advertising Division, "Media Sales Fundamentals and Skills in a Cross-Platform Environment," our division was able to achieve our goal of co-sponsoring panels with other divisions and interest groups. As a whole, these panel sessions fulfill the PF&R Committee goals of the support and promotion of ethical behavior and a focus on media criticism and accountability. Moving forward, we intend to promote greater awareness of the five key areas that represent PF&R and to encourage nominations for our division's PF&R award.

GENERAL INFORMATION

20. Please attach copies of the newsletters sent by your group this year, and any other material you wish us to note.

COVID-19 Pandemic Impact

21. Describe the challenges that your division/interest group/commission has faced due to the COVID-19 pandemic (March 2020 to present). How has this crisis impacted your members and executive officers? How has it impacted your programming? What changes have you made because of the pandemic, including innovative ideas and implementation?

Virtual conferences have pros and cons. The division's overreaching approach for the conference was to use the virtual modality as an opportunity to bring together scholars and industry professionals around the world. Overall, the division's efforts appeared to pay off.

Because of the pandemic, recruiting panelists and communicating with cosponsoring divisions took a slightly longer time. Some of the panelists changed their minds after they made commitments to panels, and some cosponsoring divisions were slow to respond to the division's requests/questions. To cope with the challenges, the division encouraged panel organizers to recruit panelists as early as possible, and some of the panel organizers recruited more panelists just in case some were to cancel their participation.

In the past, pre-conference workshops were helpful for the division to generate revenue to cover monetary awards and overhead expenses. Due to the financial restraints of schools and members caused by the pandemic, the division decided to offer pre-conference workshops for free. The division will closely monitor the financial state of the division for future conferences.

Before the paper submission deadline, the division was concerned about the research paper competition because the safety concerns, uncertainty, and virtual conference caused by the pandemic might have lowered the number of paper submissions. Therefore, the division was more proactive in promoting the paper calls using social media platforms, and closely worked with other international communication associations in the field to encourage paper submissions. For the national convention, the division received 26 papers, which is one less paper submission compared to last year's conference. For the midwinter conference, the division received 13 papers, which is five more papers compared to last year's midwinter conference.

Cancelling off-site visits was another challenge. Our division members submitted a few off-site visit proposals, which could provide us with good opportunities to enrich relationships with the media industry. Since this year's conference will be held virtually, the off-site visit plans fell through, which impacted the conference programming.

With respect to the PF&R Committee, the COVID-19 pandemic and the resulting reliance on Zoom technology has allowed for a greater opportunity to acquire panelists, both from academia and the media industry alike, from geographically diverse regions of the U.S. and the world. This has aided in gaining participation from industry professionals who might not otherwise have the time nor resources to attend a physical on-location conference.