

AEJMC 2012 Annual Report

Mass Communication and Society Division

*This report was completed on June 15, 2012 and covers work and activities
from October 1, 2011 – September 30, 2012.*



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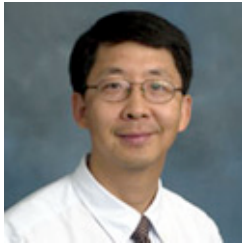
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GENERAL INFORMATION:

- 1. The list of 2011-2012 officers** is on the cover page.
- 2. Demographic information** of officers, panel presenters, moderators, and discussants are located at the end of this document.
- 3. Summary of Productivity 2011-2012:**

For 2011-2012, the Mass Communication and Society (MCS) Division devoted most of its efforts to research along with teaching and PF&R and strived to balance across the three areas in comparison to last year. In doing so, the division programmed a total of 12 sessions of which there were six paper sessions and one panel session devoted to research, three panel sessions on PF&R, and two panel sessions on teaching. Last year, the division programmed a total of 12 sessions: six for research, four for teaching and 2 for PF&R. This programming strategy reflected the fact that the division has received the highest number of total submissions including paper and panel submissions over the past several years. As anticipated, the division received a total of 149 submissions (134 individual paper submissions and 15 panel submissions). Therefore, MCS programmed a total of 11 panels and a total of 73 referred papers through diverse research sessions: a post session (40 papers), two high-density sessions (20 papers), two referred research sessions (8 papers), and a scholar-to-scholar session (5 papers).

As for the division's awards concerning research, teaching, and PF&R, we presented six different types of awards, including top faculty and student papers, and Moeller Student Competition through paper competitions. While we also offered two more research related awards such as Research Grants, the first time Dissertation Award, we awarded two teaching related awards such as Promising Professor Award and Distinguished Educator Award. In terms of service or PF&R, we also presented Traves Award.

To execute our division's goals for this year, we conducted a membership survey in Fall 2001 in which we asked our members to vote and comment on the three goals as indicated below. Notably, our members voted on the candidate for the editor in chief and Dr. Ran Wei was elected in the position. Members also voted on increased funding on research, teaching, and PF&R related activities along with effective and efficient communication strategies through our social media venues and the website.

4. Division goals -

Our most important goals for the upcoming year are as follows:

Goal #1: Enhance awareness of MCS awards, including Promising Professor Award, Ph.D. dissertation award, and the Traves Service award. In 2012-2013, broadcast the information about the MCS awards via the MCS newsletter to engage current MCS

members. We will also broadcast the MCS awards via the MCS Facebook page and Twitter account to engage existing and potential MCS members. Meanwhile, MCS award co-chairs reach out the deans or graduate deans to inform them of the MCS award opportunities.

Goal #2. Continue the MCS support for research with practical implication. Set research fund for symposium on special topics (e.g., social media and social movement, community pluralism, community health informatics etc.), and connect symposium with the MCS journal for special issues.

Goal #3. Increase division membership and judges for referred papers. As one of the largest AEJMC divisions, the MCS membership has remained stable and the MCS is one of the top divisions in terms of papers submitted year after year. Nevertheless, membership enlargement remains a priority within the division. Meanwhile, MCS will continue efforts to increase participation from diverse groups from the executive board, to panelists, moderators and discussants, in particular, judges for the refereed papers.

Goal #4. Continue bringing new voices and topics into our programming so that graduate students, junior faculty and scholars whose work focuses on media ethics issues in areas other than journalism feel welcomed by the division.

Goal #5. Entire MCS will re-examine focus for research, teaching, PF&R sessions to make sure they serve the members and community/society better.

Three goals were set for the current year:

Goal #1: Continue open and interactive communication

Plan A. Create an online forum either in the homepage or in a blog where members can continue to discuss identity, research agenda, and the division related issues

Plan B. Increase supporters/members on MCS facebook (as of now, there are 109 members on Facebook)

Plan C. Increase followers/following on Twitter in relation to other DIGs

The division was given a survey regarding social media and of the 92 members who participated in the survey question about interactive online communication, 52 (69%) preferred an online discussion forum, 28 (37%) preferred a blog, and 12 (16%) did not support either an online forum or blog. Some members questioned the effectiveness of using both discussion forums and blogs and instead preferred social media such as Facebook and Twitter. We listened.

Our division through the social media committee has created our Twitter account (http://twitter.com/#!/aejmc_mcs) in Fall 2011. As of June 7, 2012, we have had 66 tweets, 813 following, and 389 followers.

Since its inception of Facebook in Fall 2009, supporters of our Facebook account (www.facebook.com/groups/254439784658) has been increasing. At the end of the 2010-2011 year, we had 109 members on our Facebook account. As of June 7, 2012, there are 134 members on Facebook. We expect the number to continue to slowly increase.

In comparison to the Facebook account, our more recent Twitter account has attracted more supporters or followers.

Goal #2. Establish funding opportunities on research

Plan A: Set research fund for PhD candidates/dissertation up to \$3,000 (2 projects) *
Will be discussed and decided at the upcoming AEJ MCS business meeting

Plan B: Set research fund for symposium on special topics (e.g., social media and social movement, community pluralism, community health informatics, etc.)

Plan C: Connect symposium with the MCS journal for special issues

Our division voted to create a dissertation award at last year's 2011 business meeting. The award would recognize the top dissertation in the field. This year, we have worked to make this award a reality. In tangent, we have worked this year to establish a deliberative process on funding more research for graduate students, especially PhD candidate and perhaps other PhD students.

Funding opportunities was another area of interest targeted in the division survey. Of the 88 members who responded to the relevant survey question, 69 (78%) supported the idea of establishing funding opportunities for hosting symposium through conferences such as AEJMC's annual meetings or non-AEJMC meetings or other organized conferences. Specific topics that MCS members would like to see are various and include the following: social media and social movements; citizen media and democracy; computer-mediated health communication; green advertising and environmental consumption; curriculum and diversity issues; agenda-setting expansions; revisiting knowledge gap; race & gender; video games, social media and society; engaged scholarship around "community service learning or community based learning projects."

While MCS journal has hosted and issues special topics, the journal can consider organizing other special issues produced through the symposia.

Goal #3. Create funding opportunities on teaching and PF&R

Plan A: Create a new funding opportunity for "community service learning projects"

This plan includes discussion on creating some funding on service learning projects, which connect journalism and mass communication courses to community and society (e.g., nonprofit organizations, underrepresented groups and population) Discussion points include amounts of funding, whether the amount will be up to \$2,500 or if the division would rather consider funding \$ 250 or \$500 to 5-10 projects rather than funding just one project.

Plan B: Support workshops/symposiums on teaching PF&R

Plan C: Support workshops/symposiums on PF&R

Again from the division survey, the majority of MC&S members (N=59 70% out of 84) voted for creating funding opportunities for teaching and professional freedom and responsibilities. Following are some of examples to indicate what our MC&S members are interested in: scholarship of teaching; philosophy of teaching and learning; ethics of scholars; service learning in journalism classes at both the undergraduate and graduate levels; the preservation of the 1st Amendment in the digital age; press freedom and reporting on critical health issues; media ethics (citizen versus professionals).

Notably, the division continues the discussion on creating funding on community service learning projects, which connect journalism and mass communication courses to community and society (e.g., nonprofit organizations, underrepresented groups and population). Specific amounts will be discussed and voted at the business meeting or through a membership survey.

Standing Committees:

(How Standing Committees may help us to achieve our goals in the coming year)

As did last year, the awards committee organized the award submission and selection processes such as receiving all the materials and communicating with the selection committee members. The awards committee also helped ordered plaques and checks. This committee has continuously promoted our awards through various means.

This year, our division has created another standing committee, or Social Media Committee. As noted above, the committee has created our Twitter account along with Facebook account and has helped published our division's goals, missions, and activities. As of now, we have 134 supporters on our Facebook group and 389 followers/813 following with 66 tweets.

RESEARCH

The Mass Communication and Society Division seeks research paper submissions from both faculty and students for the 2012 AEJMC national conference in Chicago,

IL. Papers may be on any topic related to the general field of mass communication and society.

Moeller Student Paper Competition: Students who submit a paper written for a class during the previous year are eligible for the Mass Communication and Society Moeller paper competition. Moeller-competition papers must be nominated by the faculty member who taught the class, who must send a letter or e-mail verifying that the paper was completed for a class. Papers submitted for the special call or the Moeller competition must clearly note the competition on the title page. Please remember that the Moeller competition is separate from our student top paper competition.

Top Paper Recognition: The division provides cash awards for both student and faculty top papers. AEJMC waives one conference registration for each of the four top student papers. For a paper to be considered for a student paper award, all of the authors must be students. Also, the student authors must indicate on the title page that they want the paper to be considered for a student award. A faculty member as co-author moves the paper to faculty competition.

All papers, including student and special-call papers, are judged together as general papers, but the top papers for each competition are recognized separately. Papers submitted for the special-call panel may also be considered for presentation at other Mass Communication and Society research-paper sessions.

Any recognized research method and citation style may be used, and all text and supporting materials should not exceed 30 double-spaced pages. Papers that have been previously presented or published, that are currently being considered for publication, or that have been submitted to another AEJMC division are not eligible.

Authors may submit no more than two papers to the Mass Communication and Society competition. If a submitter's name appears on more than two papers, including as co-author, only the first two submitted will be reviewed.

Questions 5 through 8 apply ONLY to refereed research competitions.

5. Number of faculty research paper submissions = 111; number of acceptances = 63; which is a 56.8% acceptance rate. (overall research activity; please note the Research Committee guideline is a 50% acceptance rate).

There were three top paper winners (1st, 2nd, 3rd) and one honorable mention (4th) in open competition. First place authors received a plaque and monetary award. Second and third place winners received a certificate and monetary award. Honorable mentions were recognized without a plaque, certificate, or monetary award. All competition features were recognized at the business meeting.

Paper competition winners are listed below:

1st

Turnoff everything: The challenges and consequences of going on a complete and extended media fast

Lauren Bratslavsky, lbratsla@uoregon.edu; University of Oregon

Harsha Gangadharbatla, Harsha@uoregon.edu

Darshan Sawantdesai, darshan@uoregon.edu

2nd

Partisans and Controversial News Online: Comparing Perceptions of Bias and Credibility in News From Blogs Versus Mainstream Media

Mihee Kim, mhkim2008@gmail.com; University of Maryland

Ronald Yaros, ryaros@umd.edu; University of Maryland

3rd

Online Deliberation of the Scientific Evidence for Breastfeeding: A Mixed-Method Analysis Using the Integrative Model for Behavioral Prediction

Maria Len-Rios, lenriosm@missouri.edu; University of Missouri - School of Journalism

Manu Bhandari, mibtqb@mail.missouri.edu; University of Missouri

Yulia Medvedeva, yulia.medvedeva@yahoo.com (no affiliation information is provided)

4th

Why Share in the Social Media Sphere: An Integration of Uses and Gratification and Theory of Reasoned Action

Chang-Dae Ham, cdham317@illinois.edu; University of Illinois

Joonghwa Lee, joonghwalee@gmail.com; Middle Tennessee State University

6. Number of student research paper submissions = 23; number of acceptances = 10; which is a 43.5% acceptance rate. (research activity with students; please note the Research Committee guideline is a 50% acceptance rate).

As with the open competition, there were three top paper winners (1st, 2nd, 3rd) and one honorable mention (4th) in the student competition. All authors had to be students at the time of submission to be eligible to win the student competition:

Winners are listed below:

1st

Television Viewing and the Belief in the American Dream

Laras Sekarasih, lsekaras@comm.umass.edu; University of Massachusetts Amherst

2nd

Explicating the Concept of Journalist: How Scholars, Legal Experts and the Industry Define Who Is and Who Isn't

Edson Tandoc, ectandoc@mail.missouri.edu; University of Missouri-Columbia

Jonathan Peters, jonathan.w.peters@gmail.com; U of Missouri Columbia

3rd

Seeing the World Through a Filter: How College Students Place Trust in Others

Elia Powers, epowers1@jmail.umd.edu; University of Maryland-College Park

Michael Koliska, mkoliska@jmail.umd.edu; University of Maryland

4th

Gates Wide Open: A Systematic Review of Gatekeeping Research

Edson Tandoc, ectandoc@mail.missouri.edu; University of Missouri-Columbia

Patrick Ferrucci, prfgz3@mail.missouri.edu; U of Missouri

7. Overview of judging process:

Reviewers were asked to rate each paper on the following categories. Furthermore, each reviewer was asked to provide comments to the division and the author(s) about their submission. However, comments were not required for completion of review.

Clarity of purpose 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Literature review 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Clarity of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Appropriateness of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Evidence relates to purpose of paper 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Evidence is presented clearly 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Evidence supports conclusions 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Writing and organization 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Relevance of focus of Division 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Significant contribution to field 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

8. Total # of judges = 106; average 3.8 papers per judge (please note the Research Committee guideline is no more than 4 papers per judge).

9. Regarding other refereed competitions, we conducted a Moeller Student Paper competition. Number of submissions = 3; Number of acceptances = 1. A brief

explanation of the competition and the selection process follows.

Moeller Student Paper Competition: Students who submit a paper written for a class during the previous year are eligible for the Mass Communication and Society Moeller paper competition. Moeller-competition papers must be nominated by the faculty member who taught the class, who must send a letter or e-mail verifying that the paper was completed for a class. Papers submitted for the special call or the Moeller competition must clearly note the competition on the title page. Please remember that the Moeller competition is separate from our student top paper competition.

There was only one Moeller Student Competition winner this year:

Influences of Anxiety and Medium on News-based Rumor Transmission
Brian Weeks, beweeeks@gmail.com; The Ohio State University

10. Regarding convention activities related to research:

As part of the division's commitment to facilitating excellent research, MC&S awards research grants of up to \$10,000. In 2012, the award was granted to Michael McDevitt (University of Colorado Boulder) for his research proposal, "Where Ideas Go to Die: Journalism in the Control of Intellectual Deviance" (award amount: \$4,020). Another award was granted to R. Glenn Cummins (Texas Tech University) for his proposal, "Exploring the Utility of Graphic Advisory Labels on Visual Attention and Perceptions of Program Content (award amount: \$4,200).

Any topic that advances mass communication research, especially at the societal or macrosocial level, is eligible for the award. Proposals must emphasize the interaction with society and fit with the division's mission. All methods, whether qualitative or quantitative, are welcomed. The Mass Communication & Society Division provides a cash grant of up to \$10,000 to encourage high-quality research on media and society. The winner/s will be recognized at the MC&S business meeting during the national conference. The \$10,000 may be awarded to a single project or may be split between several smaller projects. The funded research must be submitted to the division journal, Mass Communication and Society, for review within two years of receiving the award. Winners will receive half of the award at the business meeting and the other half upon submission to the journal. Winners will also be presented with a plaque at the business meeting and will be listed on the division website. Any member of the Mass Communication & Society division who is currently teaching, researching or studying mass communication full time is eligible. Members of the MC&S executive committee or the selection committee are ineligible to apply.

The committee was asked to use an evaluation instrument created by the previous 2009-2010 division head, Donnalyn Pompper (below). In the coming year, this

evaluation sheet might be revised, given some issues this year regarding differences in reviewers' rankings and evaluation sheet scores, primarily due to the evaluation sheet not having specific items regarding scope or citation potential. These differences were not widespread among reviewers, and so there might not be a good reason to revise this evaluation sheet. This year, discrepancies were handled by using rank-orders in addition to mean evaluation scores.

Research Proposal Evaluation Sheet

Proposal: <Name>

Place an individual score (1-5) for each of the lettered items and then total your scores. Please include comments.

Low High
1 2 3 4 5

- ___ A. Potential for theory building in the field of mass communication.
- ___ B. Degree to which the proposed study will fill a gap in the mass communication literature.
- ___ C. Potential for making an intellectual contribution to the study of mass communication.
- ___ D. Potential for publication in a top-tier academic journal.
- ___ E. Degree of understanding of the literature upon which the proposed study is undergirded.
- ___ F. Appropriateness of research method(s) for data gathering and analysis.
- ___ G. Appropriateness of research questions and/or hypotheses.
- ___ H. Quality of writing.
- ___ I. Likelihood that the project will be completed within the two-year timeframe guideline.
- ___ J. Adequacy of proposed budget.
- ___ TOTAL SCORE

Comments:

11. Regarding out-of-convention activities related to research:

Out-of-conference activities related to research included newsletter articles by the research chairs and processing and evaluation of the research grant proposals.

12. Regarding the research 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)

As well indicated as the division head's one of the key goals for the division, Mass Communication & Society has increased its support for research through multiple venues.

First, our division has established more research opportunities through symposium on special topics in conjunction with our division's official journal, Mass Communication and Society. To this end, Mass Communication and Society has recently invited submissions for a special issue that will explore the relationship between the Olympics, Media, and Society. Manuscripts that investigate the interaction between the Olympic Games, media, and society directly or tangentially have been submitted and the accepted papers have been published in the first Olympics Special Issue (Volume 15(4)). More recently, a second call was made and submissions have been invited for the Olympics Special Issue No.2 to be published on December 1, 2013 in Volume 16(6) of the journal.

Second, Mass Communication & Society has awarded research grants of up to \$5,000 for the past five years. Starting this year (2011-2012) MC&S has agreed to double the award to \$10,000. The division provides a cash grant of up to \$10,000 to encourage high-quality research on media and society. The \$10,000 may be awarded to a single project or may be split between several smaller projects. The funded research must be submitted to our division journal, Mass Communication and Society, for review within two years of receiving the award.

Third, Mass Communication & Society supports research through top paper awards. The division provides cash awards for both student and faculty top papers (1st, 2nd, and 3rd places). AEJMC also waives one conference registration for each of the top student papers. In addition to these traditional student and faculty top paper awards, MC&S provides Moeller Student Paper Competition. Students who submit a paper written for a class during the previous year are eligible for the Mass Communication and Society Moeller paper competition. Cash awards are provided to the top three Moeller Student Competition winners (1st, 2nd, and 3rd places).

Finally, Mass Communication and Society has recently established a dissertation award. The year 2011-2012 is going to be the first year to offer this award. The Mass Communication and Society Dissertation Award recognizes the top dissertation in the field of mass communication and society, offers an opportunity to publish in the division's journal, and earns a cash prize of \$3000. The dissertation should address topic(s) that 1) advance mass communication research, especially at the societal or macrosocial level, and 2) emphasize the interaction with society and fit with the division's mission. This award is currently being judged in the same manner as the primary MCS research grant. Only one complete submission was received this year. A goal for next year is to publicize this award more heavily.

TEACHING

13. Regarding in-convention activities related to teaching, the teaching chairs organized and will moderate two teaching panels at this year's conference. This first is the annual teaching workshop held by the Mass Communication and Society

Division. The workshop is designed to encourage conversations regarding curriculum, course content, teaching methods, and assessment. We hope that hearing presentations from some of the fields most talented and dedicated teachers on issues ranging from their experience as a teacher, their underlying philosophy, and techniques they use in the classroom will help communication educators achieve higher teaching standard.

In addition to the teaching workshop, we also have a panel titled “Teaching with and about Participatory Media Cultures,” which is co-sponsored by the Civic and Citizens Journalism Interest Group. In the classroom, most instructors continue to emphasize the historically dominant structure in which a handful of institutions create and distribute media content. However, people now have the capability to generate their own news or entrainment content with ease. Therefore, this panel will provide instructors with valuable information on why it is important to focus on participatory media cultures and how to include it in their curriculum.

Panel Participants:

Aaron Delwiche, Trinity University

Daren Brabham, University of North Carolina

Jennifer Fleming, California State University, Long Beach

Panel Moderator:

Jennifer Henderson, Trinity University

14. We also had an active year of **out-of-conference activities**. This year the teaching co-chair Jay Hmielowski worked with the Webmaster Robert Zuercher to add a course material exchange to our website. The goal of this undertaking is to provide mass communication educators with important teaching resources including syllabi, suggestions for textbooks, and examples of assignments used in mass communication oriented classes. Over the course of the year, Jay Hmielowski sent out requests for materials to divisions members. After receiving material, Jay Hmielowski forwarded material to Robert Zuercher who worked to post this material to our website. Adding this material to our website is both important and fulfills several of the Teaching Standard Committee’s areas of emphasis. Specifically, it shows that the Mass Communication and Society Division is a leader in the field of communication relative to promoting excellence in teaching. In essence, having a repository of resources that people can use, share, update will improve the quality of teaching across the field of mass communication. Jay Hmielowski plans to make additional requests for material at this years’ annual conference, and future teaching chairs will continue to remind members about the course material exchange.

15. The purpose of the Mass Communication and Society’s Teaching Standards Committee is to improve media education for instructors and students. Our mission this year has been to continue with popular programs such as the Promising

Professors competition, continuing to present information on current trends on teaching mass communication with our co-sponsored panels, and providing the field of mass communication with valuable resources on teaching with the addition of the course material exchange to our website.

The Promising Professors Awards honor new faculty and graduate students who demonstrate excellence and innovation in teaching. Promising Professors Awards are granted to both faculty and graduate students. Winners for each category (faculty and graduate student) received notice of their selection by July 1, 2012 and will be recognized at the division's business meeting at the national convention. First place winners for each category will be presented with a plaque by the teaching chair at the business meeting. Monetary awards of \$250 for first place, \$150 for second place, and \$75 for third place will also be presented to the winners at the business meeting.

The Distinguished Educator Award is given annually to a member of the MC&S division whose personal teaching excellence and influence on pedagogy in the field is profound.

In addition to receiving their awards at the division business meeting, winners are required to attend the Promising Professors and Distinguished Educator Panel at the AEJMC national convention in Chicago. In this special panel, the top three faculty Promising Professors competition winners, the first-place student winner, and this year's Distinguished Educator will share what has brought them success in the classroom. The second-place and third-place student winners will be recognized.

Below is the list of all winners this year.

Promising Professors (faculty competition)

First Place: Rita F. Colistra, West Virginia University

Second Place: Kalen M. A. Churcher, Niagra University

Third Place: Marcia Watson DiStaso, Pennsylvania State University

Promising Professors (student competition)

No Winner

This year we only received one graduate student application for the promising professor awards. Unfortunately, evaluations committee agreed not to give the award to our lone applicant. Some members of the review committee believed the application was incomplete, while others simply believed the applicant's credentials were not worthy of the first place award for this year's competition. In the end, the committee decided not to hand out a graduate student award for this year's competition.

Distinguished Educator

John C. Pollock, The College of New Jersey

Kevin Williams from the Awards Committee took the lead on the Promising Professors Award submissions. This year we received seven submissions – 6 from faculty and one from graduate students. This pool represents a decrease in the number of applicants compared to last year and is more in line with the number of submissions from earlier years. All applications were compiled in a single document and forwarded to the evaluation committee.

Jennifer Kowalewski from the Awards Committee took the lead on the Distinguished Educator award. We received two submissions for Distinguished Educator, which were forwarded to the evaluation committee for review.

Our other activities from this year include a second teaching panel at this year's annual conference titled "Teaching with and about Participatory Media Cultures," three articles in this year's newsletters, and adding teaching resources to the MC&S website.

The primary goal for next year is to increase the number of applicants for the promising professor and distinguished educator awards, especially within the graduate student competition. Teaching chair(s) should work with members of the Awards Committee to contact department chairs and graduate program directors across the country asking them to forward messages on behalf of our division that reminds faculty and graduate students about these awards. The teaching chair(s) should also continue to remind members about the course material exchange to increase the amount of material available through the website.

Professional Freedom and Responsibility

16. Regarding in-convention activities related to PF&R: (includes 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; includes a list of non-member invited convention speakers with names and affiliations)

This year the Mass Communication and Society PF&R chairs have focused support on in-convention activities. The division is serving as a secondary sponsor on three in-convention programs initiated by three different interest groups – not divisions -- rather than on providing specific programs exclusively for our own division.

These three diverse groups are (1) Communicating Science, Health and Risk

(COMSHER); (2) Religion and Media; and (3) Entertainment Studies. The program topics themselves relate to PF&R goals.

The first, with the Communicating Science, Health & Risk (COMSHER) interest group, brings in medical professionals to look at “Health Literacy’s Impact on Patients, Providers and Society.” The topic is related to both ethics and public service. For this panel, the PF&R chairs provided suggestions for panelists. The second, with the Religion and Media interest group, examines how the country’s political climate affects discussions of religion and identity: “Religion, Politics, and the Quest for the White House. How Religion and Identity are Discussed in the Current Political Climate.” The topic relates to media criticism and accountability. One of the PF&R chairs is part of a group presenting a research report.

The third, with the Entertainment Studies group, focuses more on understanding activities related to the social-media industry: “Social Media, Games and Advertisers: Industry Planning and Research Activities.” This topical discussion is relevant to free expression.

A call was sent out for nominees for the Division’s 2012 Traves award for service to the division and the PF&R committee members provided feedback.

17. Regarding out-of-convention activities related to PF&R: (describes 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)

Out-of-convention activities for Mass Communication & Society PF&R have been directed toward written material that has been published primarily in the division newsletter. We tried to explain the function of this committee and also asked for suggestions for the Chicago conference.

The Committee members have tried to assist with the three convention panels (noted in #16) by offering support, publicizing the topics, and encouraging attendance. We feel that this assistance is a good example of ethical behavior among divisions and division officers. Newsletter articles have hopefully provided promotional exposure for these sessions among our considerably large membership.

18. Regarding 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 PF&R goals vary from year to year and from location to location. As indicated above, this year the PF&R team has focused on assisting newer divisions with their programs rather than promoting itself. It has also provided newsletter material to inform members of both this year's activities and the function of PF&R and supported this year's Traves' award competition.

Although there were Traves' nominations this year, no candidate met the specified criteria for this award from our division.

Racial, gender and cultural inclusiveness: At this point the team cannot accurately address the diversity of the program presenters and discussants in any way except gender. These program members are divided half male (9 individuals) and half female (9 individuals). The participant names suggest there is also some ethnic diversity. However, we have no data and a guess would probably be an undercount.

General Information

19. Newsletters are available on the MCS division website, as are other key documents and information for division members (e.g., award competition information, journal information, survey results). Three newsletters were created this year: a Fall 2011, a Winter 2012, and a Spring/Summer 2012 edition. Notably, the Spring/Summer newsletter includes all conference information pertinent to the division (e.g., key sessions, award winners, etc.).

Midwinter Conference

Each year some programming is expected during the Midwinter Conference that reflects research, teaching, and PF&R.

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.

1. In-conference activities related to research: (includes a list of non-member invited conference speakers with names and affiliations)

For the midwinter conference, we received 36 research proposal submissions and accepted 29. Research was presented by both graduate students and professors. The papers were organized into the following sessions:

- Cultivation, Death and Emotional Appeals – Examining Media Effects
- The Impact of Evolving Technology on Our World
- Media and Politics
- Children, Teens and Our Health

- Examining the State of the “New” Media
- The Challenges and Effects of Journalists and Journalism

Once again, MCS was the largest division represented at the Midwinter Conference. We were the only division with a session scheduled during every time slot.

2. In-conference activities related to PF&R: (describes 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; includes a list of non-member invited conference speakers with names and affiliations)

Our paper sessions included topics related to PF&R.

Ethics:

- Idea Plagiarism: A Costly Cultural Norm (Norman Lewis, Univ. of Florida)

Racial, gender and cultural inclusiveness:

- Cultivating a Dream of Happily Ever After: A Moderated-Mediation Model of Genre-specific Television Viewing, Perceived Relevance, Identification, and Female Adolescents’ Beliefs about Romantic Relationships (Minchul Kim, Univ. of Wisconsin, Milwaukee)

3. In-conference activities related to teaching: (describe how these activities fulfill one or more of the Teaching Committee’s focus on curriculum, leadership, course content and teaching methods, or assessment)

In our midwinter schedule, one paper focused on teaching:

- Social Networking Sites in the Public Relations Classroom: A Mixed Methods Analysis of Undergraduate Learning Outcomes Using Wordpress, Facebook and Twitter (Gina Luttrell, Eastern Michigan Univ.)

4. Out-of-conference activities related to the Midwinter conference: (such description may include discussion of primary accomplishments, programming diversity, special competitions, faculty/student research awards, newsletter activities and other activities)

The midwinter chairs also wrote four newsletter articles focusing on activities for the conference. In the fall, we contacted officers and former officers to ask them to serve as proposal reviewers. We sent confirmation to each submitter, blinded proposals that were not properly blinded and sent each to two reviewers. In January, when the reviews came in, we compiled results, organized the feedback reviewers provided and contacted each submitter to inform them of acceptance or rejection and provide them with feedback. Throughout January and February, we communicated with presenters continually to answer questions and send messages about travel and conference logistics. We also organized our papers into sessions and sent information to the conference host. We also found discussants for the

paper sessions and informed presenters of the discussants deadlines for receiving their completed papers. Our sessions were also well attended (considering the size of the midwinter). Attendance ranged from 11-17 people.

DEMOGRAPHIC INFORMATION
(continued on next page)

Year: 2012	Officers	Annual Conference Sessions			
		Paper Judges*	Panelists	Moderators	Discussants
Male (tot.)	13		11	3	N/A
Amer. Indian/ Alaska Native					
Asian	6		1		
Black/ African American			1		
Hispanic/ Latino					
International					
Native Hawaiian/ Pacific Is.					
White	7		8	3	
Multi-racial					
Female (tot.)	10		10	2	N/A
Amer. Indian/ Alaska Native					
Asian	2		1		
Black/ African American					
Hispanic/ Latino	1				
International					
Native Hawaiian/ Pacific Is.					
White	6		8	2	
Multi-racial	1				
Did not report		106	2	0	
Total:	23	106	21	5	0

*We do not collect demographic information from paper reviewers, nor do we select reviewers on the basis of race, ethnicity, or gender. We select reviewers on the basis of field of expertise and willingness to review only.

DEMOGRAPHIC INFORMATION (CONT.)

Year: 2012	Mid-Year Meetings				Total
	Paper Judges	Panelists	Moderators	Discussants	
Male (tot.)	6	NA	2	2	37
Amer. Indian/ Alaska Native					
Asian	3		1	1	12
Black/ African American					
Hispanic/ Latino					
International					
Native Hawaiian/ Pacific Is.					
White	3		1	1	23
Multi-racial					
Female (tot.)	10	NA	4	4	40
Amer. Indian/ Alaska Native					
Asian	2		1	1	7
Black/ African American					1
Hispanic/ Latino					1
International					
Native Hawaiian/ Pacific Is.					
White	8		3	3	30
Multi-racial					1
Did not report					108
Total:	16		6	6	185