

A Note from Natalie

It's that time of year again. Every fall, the leaves turn and the air gets crisp; that's how most people mark the season. In AEJMC, this is conference-planning season. Our Vice Head Denise Bortree braved the new rules and procedures for panel and session planning, and her advance planning, networking and savvy helped the Public Relations Division secure great cosponsored



*Natalie Tindall,
Public Relations Division Head*

panels, a mix of research presentation sessions, and meeting time slots. Kudos to Denise for all her work.

Our division is breaking into new territory. The awesome social media team held the first #prprofs Twitter chat with smashing results. The dialogue among scholars was captured in a Storify log that the committee has posted on Facebook and Twitter. Check it out.

Many thanks to the social media team and the newsletter team for providing valuable content year-round.

Another new thing that the leadership team is doing this year is quarterly conference calls. The calls are for the various teams to update the leadership on what is happening. It's our way to get a pulse on how teams are progressing with their set goals.

As we wind down our semesters to the holiday season, let me be the first to wish you a successful end to your semester and quarters. ■

Connect with the Division

Website

<http://aejmc.net/PR>

Twitter

http://twitter.com/aejmc_prd

LinkedIn

<http://www.linkedin.com/groups/AEJMC-Public-Relations-Division-4067864>

Facebook

<https://www.facebook.com/AEJMCPRD>

Storify

http://storify.com/AEJMC_PRD

Pinterest

<http://pinterest.com/AEJMCPRD/>

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Being a Google Glass Explorer: Going where no PR professor has gone before

By Karen Freberg

My name is Karen Freberg, and I am a Google Glass Explorer. Over the last couple of months, I've had several questions thrown at me because of the Explorer program. Like, do you feel like you are a cyborg with Glass? Well, not really. Are you like Geordi La Forge from Star Trek? Hmm – somewhat.

You may be asking what exactly is Google Glass? Google Glass is the prototype wearable computer basically where the technology allows you to see content appear via glass in a form of augmented reality. This is the next evolution of mobile technology that is basically part of you and creates more of a tailored and personalized experience for the user. Being part of the Google Glass Explorer program has been both very rewarding and a great learning experience for me as a professor and person.

How did I get to be part of the Google Glass Explorer program? Actually, I have to thank social media for this opportunity, particularly Twitter. I was preparing for my social media class one day (where I use Twitter as a platform for out of class discussion), and I saw one of my friends post with the hashtag #ifihadglass. I had no idea at the time what this meant, so I did a search and found out about the Google Glass campaign. I thought – wow! This is pretty cool.

So, I wrote a tweet that said I would use it to show what it was like to teach a social media class at the University of Louisville.

I got notified in March 2013 I was going to be part of the Google Glass

Explorer program and then got the chance to get Glass at Google's LA Office in July 2013.



Google Glass has been a very cool tool to use over the last couple of months. From conferences to classrooms to even guest lectures – it has provided a great opportunity for me to showcase and share with others what it is like with Glass.

I had the chance to use Glass for the very first time at a conference at AEJMC 2013 in Washington D.C. Since then, I have brought Glass with me to several conferences including the Beyond Convergence Conference in Las Vegas and the EUPRERA Conference in Barcelona, Spain. I have given several virtual guest lectures on Google Glass since receiving it this summer and sharing the experience with fellow professors, students, and practitioners in public relations.

One of the things I have tried to do as a Google Glass Explorer is not only look at how it can be used in the classroom and in research, but how it can be applied strategically for organizations and brands. Here are some of the ways that I have used Glass in the classroom so far this year.

• **Recording guest lectures:** I am very excited about the various

professionals and experts in social media who will be coming to my class this fall semester. I have recorded some lectures and presentations this semester as well as shared pictures of their experience with Glass. Of course, I had to show them Glass as well so they could test it out.

• **Sharing experiences through guest lectures:** This has been a popular topic for doing virtual guest lectures on Skype and even Google+. Here is one that I did earlier this semester with Glass on blogging: <http://www.youtube.com/watch?v=6-ZynfUwUTI>

• **Sharing pictures and videos from class:** Like I did last semester, I have been taking pictures from class with Glass. While you are able to take pictures from Glass already, Glassagram allows you to add filters similar to Instagram. How cool! This will be a great way to create some unique and memorable photos from class to share online for your students and online community.

• **Connecting presentations from Google Drive to Glass:** Uploading content on Google Drive and using YourShow, you are able to view your presentations via Glass. So, you may not need to use PowerPoint or Keynote anymore, which you can look at your notes on Glass but also engage and interact with students a bit more. I have tried this a couple of times in class – and it basically makes you have a teleprompter for your notes, which is pretty cool.

• **Sharing real-time digital marketing news:** What is really cool is the fact you are able to get access to not only the news through Glass, but also ▶

Marketing Land news as well with their new Google Glass App. What better way to practice real-time marketing than to be connected to this app to share real-time information on relevant topics for students. You can subscribe to their various channels based on your particular interests, which is another really cool feature to consider here as well.

• **Social polling your networks:** I know there are some students who are very comfortable asking questions in front of peers, but there are others that are not. However, with GlassWedgies, you are able to ask a question and have your social media community (ex. your students in your class) answer the poll question in real-time. So, what better way to get some immediate feedback and interaction with students from class?

With all of these opportunities with Glass, what has this experience taught me so far? There were several things that it taught me about this experience:

• **Technology is great to brainstorm, but you really have to apply it and test it out to see how it works.** I viewed this as an opportunity to bring Google Glass to the classroom of life for the first time – which was both

exciting and made me nervous to tell you the truth. You never know what others may think of the technology and how it could be used, but this showed it was a great experience for everyone.

• **See what other professors are doing with Glass:** I have to say that I am very thankful for Dr. William Ward (Syracuse University) to be leading in this area. He is truly a visionary with emerging technology in the classroom and has done some pretty cool things with his students to incorporate Glass.

• **Field research (which this can be categorized as being) is crucial when it comes to emerging technology:** You have to expand the horizon on how this can be used. Look at where social media is today – it's not just in the classroom, but it is everywhere! We have to have this same philosophy when it comes to tools like Google Glass.

• **Training and education is essential.** You have to spend the time going over the basic functions, what you can do with the technology. When I have shared this with others, I have to go through the steps on how they can use voice command and the sidebar to take pictures, record videos, search online,



Karen Freberg

and check email.

• **Empower audiences with these shared experiences:** One of the stereotypes happening with Google Glass Explorers is the fact they are being called "Glass*****" because they don't allow anyone to test out Glass. I didn't want to be one of these explorers, but I felt it was necessary to allow certain people to test this out for themselves to share these experiences. With this in mind, I was able to work with several interns and the director of social media at UofL Athletics to use Glass to record the experience of what it was like to be at the homecoming football game. The footage was pretty cool!

• **Always have Plan B.** If the battery is dead – what do you do? How do you delete pictures and transfer them? Not able to connect to the wifi to search or update online? These are all things that need to be covered before a guest lecture, presentation, and covering a particular event.

You can get on the list for Google Glass if you go to Google directly and fill out the form: <http://www.google.com/glass/start/how-to-get-one/> ■



Through the three invitations Karen was given to pass along, PRD Vice Head Elect Tiffany Gallicano also became a Google Glass Explorer. Tiffany uses Google Glass to record student presentations and loans them to the PRSSA chapter for agency tours.

Teaching Tips: Time Management

By Tiffany Gallicano, PRD Vice Head Elect

Perceptions of whether the workload in your class is too heavy or just right can depend on how well your students use their time outside of class. Also, time management is a skill that will help our students in their careers. Considering that our students tend to be tethered to their email and social media throughout the day, which allow other people to dictate students' priorities, it's important to teach techniques your class probably hasn't considered trying.

I ask my students to read the following articles, we discuss them, and students then commit to at least three techniques they'll try.

1. Purdy, K. (2012, August 22). What successful people do with the first hour of their work day. Retrieved from <http://bit.ly/19XhuCN>

Two of the key techniques include not checking email in the morning (which will test students' will power) and "choosing your frog," which is a memorable technique. Students can choose their frog by selecting the hardest item on their to-do lists and tackling it first thing in the morning. Ask students during the follow-up class discussion what their frog was for the weekend.

2. Stillman, J. (2012, August 17). Multitasking is making you stupid. Retrieved from <http://bit.ly/1aAji4>

A great sound bite from this article is "When you're switching between answering emails and doing important tasks for your business, when it comes to mental function, you'd be better off if you were stoned" (para. 5). This article contains empirical evidence that suggests that interrupting homework with emails (or by extension, social media) actually lowers people's mental capability. The take-home message for students is to turn off their phones and tablets and keep them off while completing homework.

3. Defren, T. (2010, October 4). Interruptions are evil. Retrieved from <http://bit.ly/HQivJh>

This blog post has the same theme as Stillman's post, but I include both because they cite different empirical data to make the point about staying focused, and each have their strengths. Stillman's data are more startling than the study cited by Defren; however, I also like my students to read Defren's blog post because he is an established thought leader in public relations, so I think the source credibility makes him particularly persuasive.

4. Luke, A. (2010, November 16). Six ways to trick yourself into working harder. Retrieved from <http://bit.ly/17juZIW>

Of the six strategies in this blog post, my favorite is "tell yourself, 'I'm just going to...'" Often, the hardest part is getting started. I tell my students to commit to a small amount of time (10-20 minutes,

depending on the student) of their best effort on a task and to let themselves change projects if they are still resisting the "frog" at that time (this works for dissertation work, as well). After 10-20 focused minutes though, students will probably be beyond the anxiety point of the project and will be engrossed in completing the project.

If you would like to add academic reading, you might consider assigning chapter seven from Carr's "The Shallows: What the Internet is Doing to Our Brains."

When students decide which three techniques they'll try for the weekend, I encourage them to at least choose the strategies of (1) tackling the frog in the morning and (2) turning off electronic devices in the morning and keeping them off until their frog is completed. For the third technique, I encourage them to choose one of the strategies from Luke's blog post. Follow up with students during the class period after the weekend and encourage them to continue using these techniques.

Feel free to share your time management ideas or experiences with this exercise on our Facebook fan page, #prprofs hashtag on Twitter, or both. ■

Editor's Note: We hope you enjoyed this new addition to the newsletter. Each issue will now have a column dedicated to teaching.

PRD 101: What is PRD doing via social media?

The Public Relations Division has a social media team that shares messages via Facebook and Twitter. The team provides valuable content to help PRD members in the classroom and with

their research. In October, the team led the first PRD Twitter chat using #PRProfChat as the hashtag, modeled after the successful #PRStudChat. After the online discussion, the social

media team made a Storify to share the highlights. Here is part of that Storify summary. To see the whole Storify, go to http://storify.com/AEJMC_PRD/first-ever-prprofchat-a-success

Storify by AEJMC PRD a month ago

First-ever #PRProfChat a success

"Integrating Social Media in PR Education"

EVENT HOST: AEJMC Public Relations Division's Social Media Team
DATE: October 2, 2013
HOSTS: Dave Remund, Drake Univ. (@remund) & Melissa Dodd, Univ. of Central Florida (@mellydodd)
GUESTS: Tina McCorkindale, Appalachian State Univ. (@mccorkindale) Bill Ward, Syracuse Univ. (@DR4WARD)

aejmc PRD @AEJMC_PRD
Welcome to #PRProfChat! This is Dave Remund, your co-host. Melissa Dodd will take over in 30 mins. Next, we'll introduce tonight's guests.
7:29 PM - 2 Oct 2013

aejmc PRD @AEJMC_PRD
Dave: Our #PRProfChat guests? Tina McCorkindale (@tmccorkindale) and Bill Ward (@DR4WARD). Let's discuss #SM in #PR education! Time for Q1.
7:30 PM - 2 Oct 2013
1 RETWEET

Dr. Melissa Dodd @mellydodd
Welcome everyone to #PRProfChat everyone! Happy to be co-hosting and have great guest experts: @DR4WARD & @tmccorkindale. #prprofchat
7:32 PM - 2 Oct 2013

aejmc PRD AEJMC PRD
Welcome! We are AEJMC's PR Division. Content shared and uploaded by @Gallicano, @kfreberg, @geahpressgrove and @mellydodd.
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Total views 34
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BY AEJMC_PRD · 3 MONTHS AGO
48 views

aejmc PRD #AEJMC2013 #PRProfs - Friday, August 9
BY AEJMC_PRD · 3 MONTHS AGO
48 views

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Dave | #PRProfChat Q1: What are some best practices for #prprofs when integrating #SM (social media) in #PR lessons?

7:32 PM - 2 Oct 2013

aejmc PRd AEJMC PRD @AEJMC_PRD Follow

Dave | #PRProfChat Time for next topic. Q4 How do you manage interactions w/ students via #SM? Should we accept friend/follower requests?

7:49 PM - 2 Oct 2013

Betsy Anderson @bdanderson1 Follow

Relate to Q4, do you agree to "recommend" students on LinkedIn? #prprofchat

7:55 PM - 2 Oct 2013

Rowena Briones @RLBriones Follow

I also encourage my students to do #PRStudChat to connect with pros. #PRProfChat

8:12 PM - 2 Oct 2013

1 RETWEET 2 FAVORITES

Tina McCorkindale @tmccorkindale Follow

@aejmc_prd A1: Important to integrate #social media strategically and its "big picture" impact to the overall org. #PRProfChat

7:36 PM - 2 Oct 2013

Tina McCorkindale @tmccorkindale Follow

A4: Based on my research of profs in Teaching PR, some wait until after graduation #PRProfChat

7:54 PM - 2 Oct 2013

Dr. William J. Ward @DR4WARD Follow

@bdanderson1 Q4 I only "recommend" students on LinkedIn that I would personally hire. #prprofchat

7:56 PM - 2 Oct 2013

aejmc PRd AEJMC PRD @AEJMC_PRD Follow

Melissa: Last question to wrap-up the chat. Q10: What are your predictions for future #socialmedia tools in the classroom? #PRProfChat

8:22 PM - 2 Oct 2013

Dr. William J. Ward @DR4WARD Follow

@AEJMC_PRD A1 #prprofs must highlight examples of work done well when integrating #socialmedia in #PR. Not just what not to do. #PRProfChat

7:34 PM - 2 Oct 2013

1 FAVORITE

Tina McCorkindale @tmccorkindale Follow

A4: I would never, ever initiate a friend request of a student on FB #PRProfChat

7:55 PM - 2 Oct 2013

Tina McCorkindale @tmccorkindale Follow

Great advice! RT @DR4WARD: @bdanderson1 Q4 I only "recommend" students on LinkedIn that I would personally hire. #prprofchat

7:56 PM - 2 Oct 2013

1 RETWEET

Dr. William J. Ward @DR4WARD Follow

@aejmc_prd A10 Future #socialmedia tools to be used in classroom include wearable tech, sensors, motion detection/surface.. #PRProfChat

8:26 PM - 2 Oct 2013

Tina McCorkindale @tmccorkindale Follow

@aejmc_prd A1: My favorite theories/applications for integration are dialogic, transparency, authenticity, and engagement #prprofchat

7:34 PM - 2 Oct 2013

1 FAVORITE

Dr. William J. Ward @DR4WARD Follow

@aejmc_prd A4 You need to connect to communicate so friend/follower requests required but modeled in professional manner #PRProfChat

7:54 PM - 2 Oct 2013

Justin Walden @justwalden Follow

Kudos to our @AEJMC_PRD team for this chat. It's been very helpful. I'm ready to try several new things even mid-semester. #PRProfChat

8:07 PM - 2 Oct 2013

1 FAVORITE

Tom Kelleher @tkell Follow

A4. It's a slippery slope. New grads are usually FB friends w current students. Pretty much have to assume it's all public. #prprofchat

7:55 PM - 2 Oct 2013

Tweet Binder ABOUT US PRODUCTS & PRICING HELP CONTACT @MELLYDODD

October 04th, 2013
#PRPROFCHAT REPORT OCT 2013 319 TWEETS

DASHBOARD STATS SHARE

OVERVIEW TWEETS & BINDERS CONTRIBUTORS PICTURES & LINKS

GENERAL STATISTICS Created: October 4th, 2013 14:54:47

TIP! Place the mouse over the numbers to get an explanation

319 tweets

66.62% Original tweets (182)
 21.73% Replies (70)
 18.32% Retweets (59)
 3.41% Links & pics (11)

787,638
Impacts

1,220
Followers per contributor

8.17
Tweets per contributor

47,604
Reach

39
Contributors

11
Links & pictures

Contemporary Leadership Crises in PR Education: Part 2

by Dean Kruckeberg, Ph.D., University of North Carolina-Charlotte

Who owns public relations and its education? Who has the right to define what public relations is and to determine who is within its professional community? To whom is this professional community responsible? I had asked these questions in the Summer 2013 PR Update. Society owns this professionalized occupation because its practice is essential to—and has significant consequences for—society; however, the public relations professional community must be the custodian of its practice and education—with an increased burden on public relations scholar/educators because of:

1. the amorphous nature of public relations professional practice, together with a lack of barriers-to-entry—allowing any practitioner or scholar/educator to self-identify as a member of this community;
2. a substantial literature that nevertheless does not sufficiently explore deeper questions about the mission, role and function of public relations, particularly in a 21st Century in which communication technology is an intervening variable that has created globalism while exacerbating its obverse, multiculturalism;
3. voluntary professional certification of public relations practitioners and scholar/educators;
4. and nonenforceable codes of ethics that are contingent upon—and oftentimes do not transcend—societal norms that reflect a broad range of social, political, economic and cultural perspectives.

The public relations professional community has made considerable progress throughout the years in formalizing public relations professional education and in protecting this education's academic integrity. Success is evidenced by many high-quality professional education programs and by the large community of established scholars who are building theory and educating tomorrow's professionals; however, much remains to be done to address contemporary crises in public relations education. Public relations scholar/educators and practitioners must lead—and not be led—in their custodianship of public relations education. The mission, role and function of public relations professional education must not be determined by those lacking expertise or by those whose self-interests are detrimental to public relations professional practice, scholarship and education. Vigilant leadership by the public relations professional community, i.e., its practitioners and scholar/educators, is essential to assure that public relations professional education maintains appropriate standards and consistent academic integrity.

The term public relations remains vulnerable to (mis)appropriation by any institution that may label any curriculum as such and that can be used to describe the expertise of any faculty member. A proliferation of ostensible public relations education programs, together with the continuing scarcity of public relations faculty, raises obvious concerns that the public relations professional community needs to address. Certainly, we need to

better communicate the significance of available external validations of public relations education programs to our students, to their parents and to public relations employers, such as ACEJMC (Accrediting Council on Education in Journalism and Mass Communications) accreditation for the academic unit in which the public relations education program is housed, charters for PRSSA chapters, CEPR (Certification in Education for Public Relations) certification and other signifiers of high-quality professional education programs. Any institution can declare that its curriculum offers appropriate public relations education, but it cannot claim unearned credentials that validate this education. Any education program can offer a “Principles of Public Relations” course that may be taught by any faculty member, but only certified programs can be identified as such and can label their courses as “CEPR Certified—Principles of Public Relations.” Such descriptions of education programs and course titles are credible endorsements of curricula and coursework. The public relations professional community likewise should consider an APR-E credential analogous to APR-M enhanced professional accreditation for military public affairs officers. This designation would credential scholar-educators whose Ph.D. degrees are not explicitly in public relations and would provide additional credibility to adjunct faculty not having terminal academic degrees. Such APR-E imprimatur would indicate knowledge of public relations theory, as well as mastery of public relations professional skills, ►

without compromising scholars' responsibility to continually question and challenge—as well as to build upon—existing theory and best practices.

A medical school would be looked upon with suspicion if only a fraction of its graduates succeeded in medical practice, with the majority of its students relegated to other careers. Similarly, public relations professional education should not exist to serve those seeking careers that are ancillary or peripheral to public relations. Students aspiring to tactical careers such as event manager, wedding planner and bridal shower coordinator might be better served through a hospitality curriculum that could include a few service courses taught by public relations faculty. Nationwide data concerning public relations graduates' placement rates in professional positions are incomplete; however, ample anecdotal evidence suggests a continuing surfeit of public relations graduates, suggesting a disappointingly low percentage of those successful in obtaining public relations positions as these would be defined professionally. Certainly, more transparency of individual education programs' job placement rates should exist to guide public relations professional education; more complete national data should be sought to help the public relations scholar/educator community reconcile the numbers of public relations graduates with available career opportunities—certainly a moral imperative on several levels.

Relatedly, public relations education programs should examine whether they are restricting enrollment to students who hold reasonable promise for successful careers in this brutally competitive professionalized

occupation. Students who self-select public relations as a default major, as a “business degree without the math” or who remain convinced well into the curriculum that the answer to every public relations problem is a tweet will likely be both disappointed and disappointing. Those of us of an earlier era learned knowledge and skills that distinguished us from our peers in other majors, e.g., copyediting and headline writing, photography, publication design and layout, the printing process, the technical skills of electronic media, a knowledge of how the mass media operated as well as a basic understanding of primitive forms of measurement and evaluation.

Who owns public relations and its education?

Twitter is the new table tent, but we must ponder whether public relations students can tweet any better than can their peers in other majors. We need to distinguish our students, not only through instruction in the traditional public relations skills and abilities that are hardly obsolete, but to apply theory to strategically achieve organizational goals through social media, which are communication channels available to, and pervasively used, by everyone.

Neither must the public relations professional community acquiesce to an insidious new threat to public relations scholarship. “Open-access” scholarly journals can only have a deleterious effect on public relations scholar/educators, whose members will need to self-fund publication of their articles that were accepted solely on the basis of the quality of this scholarship. Apparent options might include: 1) personal

funding by the author, who may be a new Ph.D. having a low salary and ample student debt, but who nevertheless must pursue scholarly publication to achieve tenure and promotion; 2) institutional funding by the author's university, which will likely advantage scholars at research universities that might have monies available for such use, but whose public relations scholars likely will have to compete for institutional funding with those in other disciplines; and 3) corporate sponsorship, which certainly could influence, not only the research questions that are examined, but scholars' research agendas, themselves. Scholars at small liberal arts schools having fewer institutional resources for such funding, as well as those taking a cultural/critical approach to public relations scholarship, may be at a considerable disadvantage in what in the traditional model of scholarly publication had been a level playing field.

This article has identified only a few contemporary crises in public relations scholarship and education, representing significant issues that the public relations scholar/educator community must examine and satisfactorily resolve through its own leadership. The public relations professional community as the custodian of public relations professional education must aggressively protect the validity, integrity and rigor of public relations education, not yielding to external forces that compromise public relations scholarship and education. Fortunately, those of us in the public relations scholar/educator community remain a “scarce commodity,” and our opportunities for leadership may be more than we appreciate. ■

A Note About Wikipedia

from Phil Gomes, Senior Vice President, Edelman

“University press officers have been deleting negative information and finessing critical passages on their institutions’ Wikipedia pages, breaking the online encyclopedia’s guidelines in the process” ([Matthews, 2013](#))

Considering a sensitivity to Wikipedia norms (and those of online communities, more generally) continues to be of high interest, here are some related resources:

- [Dr. Marcia DiStaso’s research](#) into corp-comm experiences with Wikipedia
- [Corporate Representatives for Ethical Wikipedia Engagement](#) (CREWE, Facebook login required)
- The [Wikipedia Education Program](#), encouraging the integration of Wikipedia contributions as part of class assignments ■

Publishing Corner

By Patrick Fallon, managing editor, Routledge, Taylor & Francis Group

Beginning earlier this year with Volume 25 Issue 1 (2013), Routledge Taylor & Francis introduced rapid online publication for Journal of Public Relations Research. Publishing articles rapidly online allows new research in the field of Public Relations to be made available to JPRR subscribers in the shortest possible time. Rapid online publication enables the posting of final, fully citable JPRR articles as promptly as possible from the receipt of manuscripts.

Rapid online publication proceeds as follows: accepted JPRR articles are copy-edited, typeset, proofed, and corrected, creating the Version of Record. The Version

of Record is then published online in the journal’s “Latest Articles” list. This version is identical to the printed version in every way except that it lacks issue page numbering (all articles posted this way start on page 1 until placed in an issue). It may still be cited using its Digital Object Identifier (DOI), the unique number assigned to an article that stays with that article throughout its digital life, allowing researchers to find and reference these articles and CrossRef to hyperlink to the articles. DOIs are persistent - they will always direct readers back to the definitive version of an article, either the version first published online or the subsequent paginated

version in the online journal issue. Once the fully paginated version of the article appears in a volume of the journal, all future citations should be made to the fully paginated version.

All subscribers with online access to JPRR can access articles published online by clicking the “Latest Articles” tab on the journal home page. Utilizing this publication process reduces the time that JPRR readers must wait to see new research and will be a great asset to the journal; as publishing an article even two or three days faster than competitor journals can assure priority of discovery, and so deliver competitive advantage. ■

Graduate Student Member Up Close:

Kelly Vibber

Affiliate Institution: Purdue University

Anticipated Graduation: May 2014

Dissertation/Thesis Topic: Within-border foreign publics, adversaries or allies? The diffusion of attitudes through social networks and their impact on a nation’s soft power. (Funded by the Bilstrand Dissertation Fellowship)

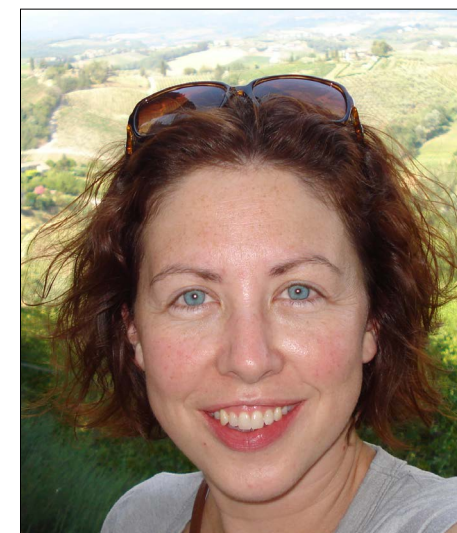
Hometown: St. Louis, MI

Major Adviser: Dr. Jeong-Nam Kim

Research Interests: Global public relations, social media, public diplomacy

Teaching Interests: Global public relations, social media and public relations, PR theory, research methods

Courses taught: Independently taught: Public speaking, Interviewing, Interpersonal Communication, and Communication and Emerging Technology TA for Intro to Public



Kelly Vibber

Relations, Research Methods, and Intro to Advertising (Spring 14)

Most recent conference papers: Vibber, K. (2013). Networked micro-diplomats: International students as a specific case of within-border, foreign public diplomacy. Paper presented at International Public Relations Research Conference, Miami, FL.

Jones, C. L., Anaele, A., Connaughton, S. L., Snyder, D. M., Vibber, K. S., & Kuang, K. (November, 2013). Connecting with local communities to prevent political violence in West Africa: Making a difference through engaged communication scholarship. Paper accepted to National Communication Association Conference, Washington, D. C. Top Paper Award.

Most recent publications:

Lovari, A., Mazzei, A., Vibber, K. (2014, forthcoming). University-student relations: A dynamic framework in offline and digital environments. In E. J. Ki, J.-N. Kim, & J.A. Ledingham (Eds.). *Public relations as relationship management: A relational approach to the study and practice of public relations* (2nd Edition). New York: Routledge.

Yun, S., & Vibber, K. (2012). The strategic values and communicative actions of Chinese students for Korean sociological diplomacy. *International Journal of Strategic Communication*, 6(1), 77-92.

Favorite part of being a PRD member: Networking with and learning from other PR scholars about everything from teaching ideas, to research projects, to job market strategies.

Best AEJMC Conference memory: Attending 7 a.m. PRD meetings in order to get more involved, and being relieved to find I was not the only non-morning person there.

Describe yourself to a future employer: Passionately curious, personable, motivated, team player

Hobbies/ Interests outside of being a graduate student: Wedding/Event planning, Running, Traveling ■

Faculty Member in Focus: Hilary Fussell Sisco

PRD member since: 2005

Affiliate Institution:
Quinnipiac University

Degree/Institution:
Ph.D., University of South Carolina

Research Interests:
Nonprofit Organizations, Crisis
Communication & Social Media

Teaching Interests:
Crisis Management, Research
Methods, Public Relations
Campaigns and Nonprofit Public
Relations

Courses taught:
Strategic Planning, Research
Methods, Public Relations
Campaigns, Crisis Management

Professional Experience:
Public Affairs in Higher Education

Most recent conference paper:
Fussell Sisco, H., Plake, R. &
Collins, E. (2013, August).
Relying on Divine Intervention?
An Analysis of Church Crisis
Management Plans. Paper
presented at the Annual Meeting
of the Association for Education
in Journalism and Mass
Communication, Washington, D.C.

Most recent publication:
Fussell Sisco, H. Pressgrove, G.
& Collins, E. (2013). Paralleling
the practice: An analysis of the
scholarly literature in nonprofit
public relations. *Journal of Public
Relations Research*.

**Favorite part of being a PRD
member:**
The wonderful people you meet
and the great research presented.

Best AEJMC conference memory:
The AEJMC Job Hub in 2008 was a
whirlwind but a lot of fun to meet
so many people and learn so much
about many different universities. It
really helped me focus on what my
future would be at the time.

**Favorite part of being a faculty
member:**
Working with students, challenging
them and watching them grow. At
the same time, adding knowledge
to a discipline I love.

**Hobbies/ interests outside of
work:**
I am an avid reader and music lover
with a 2-year-old that keeps me
plenty busy.

**What is one thing your students
don't know about you?**
I don't really understand hockey
but I love college football. This
would be shocking to my northeast
students. ■



Hilary Fussell Sisco

Help Needed

The PR Division seeks a few members to serve on the Social Committee.

This committee is responsible for planning the social meet-and-greet / shindig that we will have at the 2014 Montreal conference.

If you are interested in getting involved and can plan a great party, please email Natalie Tindall (ntindall@gsu.edu). Thanks!

Call for Editor of the Journal of Public Relations Research

**DEADLINE FOR APPLICATIONS
JULY 1, 2014**

Routledge, Taylor and Francis and the Journal of Public Relations Research editorial search committee are now accepting applications for editor of the Journal of Public Relations Research, the official journal of the Public Relations Division of the Association for Education in Journalism and Mass Communication. JPRR is listed in the Social Science Citation Index and is the premier academic journal for public relations theory development. For more information visit the journal's homepage, <http://www.tandfonline/hpr>.

The term of editorship runs January 2016-December 2018, and the new editor will begin reviewing articles submitted online via ScholarOne in January 2015, with the first issue to be published in January 2016.

The editor works in partnership with the editorial board members, AEJMC PR division officers, and the publisher. The new editor should be committed to rigorous scholarship and have a strong academic record and ability to coordinate and manage projects as well as a track record for meeting deadlines. Applicants should provide evidence of experience and ability to edit and produce five issues annually. The editor's institution must agree to provide administrative support such as administrative time, a graduate assistant, or office space.

Applicants should send a letter outlining the reasons for seeking the editorship and describing how their experience, skills and interests make them an appropriate candidate and their vision for the Journal's continuing growth. In addition, they should send a current CV

and a letter from their institutions assuring administrative support.

The JPRR editor search committee and a representative from Routledge, Taylor and Francis will review the proposals from editor candidates. A member of the committee will make its recommendation for the new editor at the PR division's business meeting in 2014 (Montreal).

Please address questions or send applications to arrive no later than July 1, 2014 to Patrick Fallon, Routledge, Taylor & Francis US Managing Editor for Communication and Media Studies Journals at patrick.fallon@taylorandfrancis.com. ■



Congratulations to the Kaiser Team of Tricia Farwell, Matt Ragas, Jensen Moore and Sung-Un Yang for winning a grant from the PRSA Foundation!