

# PR UPDATE

The newsletter for AEJMC's Public Relations Division  
Volume 54, No. 1 | March 2019



Spring Issue



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# PR UPDATE

Vol. 54, No. 1; March 2019

**editor's note:**  
Brandi Watkins  
Virginia Tech



## Division Leadership

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Rhode Island College

*Vice Head*

**Dustin Supa**  
Boston University

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**Katie R. Place**  
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*Immediate Past Head*

**Richard Waters**  
University of San Francisco

## Is it spring yet?

I always get excited when the calendar flips from February to March. Growing up in Mississippi, March always seemed to signify spring. The days get longer, the sun shines warmer and the flowers start showing off their colors. It's trendy to love fall, but I'm here to advocate for spring as the best season.

Another sure sign that spring is upon us is the quickly approaching AEJMC deadline (April 1). In this edition of the newsletter, we have some really great content to help, encourage and cheer you on as prepare your conference submissions.

The Teaching & Research section is devoted to providing information about the research and teaching paper competitions. The Graduate Student Committee gives graduate students helpful tips for navigating the conference and the Membership Committee shared about the benefits of participating in the PRD mentorship program. Throughout the issue, the Social Media Committee sent in some graphics with quotes to help encourage everyone working on submissions for the teaching competition.

One of the best parts about what we do is getting to share our work with colleagues at conferences. I want to encourage everyone working on their submissions to keep working away on those papers and take some time for yourself too - take a break, stretch your body and drink lots of water. Hang in there...you've got this!

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## PR UPDATE Staff

*Editor*

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Virginia Tech

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**Lois Boynton**  
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**Laura Lemon**  
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Zayed University

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Virginia Tech

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You can find past issues [here](#).

Please send all inquiries and contributions to  
[brandi1@vt.edu](mailto:brandi1@vt.edu)



## a message from the Division Head

### **Giselle A. Auger**

Rhode Island College

## **Happy Almost Spring to You All!**

It has been a weird weather year so far but happily the PRD has virtual conferences that our members have been able to participate in from the comfort and safety of their homes and offices.

Richard Waters organized these sessions, and we were delighted by the response from our members. Eight virtual panels were held from mid-January through the end of February. The lowest registration number was 45 and the highest was close to double with 88. The number of people participating while the sessions were live was in the mid to high 30's, and a similar number downloaded the sessions afterwards. Most interestingly, a third of those who registered for the virtual panels have not been those who generally attend the August conference. The virtual conferences seem to benefit our members, and the sessions are a lot of fun! If you have an idea for a panel, either for the 2021 conference or for next winter's virtual sessions, please get them together and forward to Dustin Supa, Richard Waters or myself.

The leadership team at the PRD has been working hard at plans for the August conference with a fun off-site session planned and other surprises. We are particularly excited about a special session for graduate students and departments who may be searching for new hires. During the session, graduate students will briefly present their research agenda to the audience and audience members will have time to interact with the students. We think this innovative session will be a strong addition to our conference programming. Dustin and the graduate student committee will send additional information about this

session later in the year, and we will promote the session on the division's social media accounts.

The call for papers went out from AEJMC and from the PRD, and we hope you are working hard on your papers as the April 1 deadline approaches. Remember to submit a clean paper by removing all personally identifying information. We've had fewer and fewer disqualified papers for identifying information, and we hope to have a 100 percent non-disqualification this year! Also, faculty members, please think about volunteering to review whether or not you submit. If you submit you can still review the graduate student papers.

Finally, this year's conference is in Toronto, and if you plan to attend, you will need to have a valid passport. International members who will need a letter of support from the PRD for their travel should contact Vice Head Dustin Supa at [supa@bu.edu](mailto:supa@bu.edu).

All the best,

*Giselle*

# Reviewers Needed for AEJMC 2019

## Help us with the 2019 AEJMC PRD Paper Competition

By Lucinda Austin, UNC-Chapel Hill

We need your help to review submissions for the upcoming 2019 AEJMC PRD paper competition. We rely on all of our division members to make this competition run smoothly. It is a great opportunity to add this reviewer experience on your vita, and a great chance to encourage others in the field!

In order to serve as a reviewer, we ask you to complete a brief reviewer [interest survey](#). Completing this survey will allow us, to the extent possible, to assign papers that best match your areas of topical and methodological expertise.

As in previous years, to encourage participation and high-quality reviews, we will again award small cash incentives and certificates for the reviewers who are timely in their reviews and provide authors with the most helpful and substantive comments and feedback. Once the paper call closes, we will send further instructions for how to provide quality reviews on submissions.

To participate as a reviewer, you must be a faculty member; graduate students are not eligible to review.

You will also need to sign up at the [AllAcademic 2019 website](#). Signing up here will allow you to submit, judge and download papers all from the same account. Even though you may have had an AllAcademic account in previous years, the AllAcademic website is unique each

year, requiring you to create a new account. This year AEJMC has requested that reviewers sign up by Friday, March 8 to allow for assignment of papers to proceed quickly and for you to have immediate access for paper judging after the paper call closes. However, you may still sign up to review prior to **March 24**.

Thank you for assisting the Public Relations Division of AEJMC. Your input is invaluable, and we appreciate your dedicated service. If you have any questions or concerns, please contact Lucinda Austin at [lucinda.austin@unc.edu](mailto:lucinda.austin@unc.edu) or Holly Overton at [overton@sc.edu](mailto:overton@sc.edu).

We look forward to working with you this year, and hope to see many of you in Toronto!

Best wishes,

2019 AEJMC PRD Paper Competition Committee

Lucinda Austin, Research Chair ([lucinda.austin@unc.edu](mailto:lucinda.austin@unc.edu))  
Holly Overton, Research Vice-Chair ([overton@sc.edu](mailto:overton@sc.edu))  
Brigitta Brunner, Teaching and Graduate Student Competition Chair ([brunnbr@auburn.edu](mailto:brunnbr@auburn.edu))  
Chris McCollough, Teaching and Graduate Student Competition Vice Chair ([mccollough\\_christopher@columbusstate.edu](mailto:mccollough_christopher@columbusstate.edu))

# AEJMC TORONTO

2019 CONFERENCE • AUGUST 7-10 • SHERATON CENTRE TORONTO

image source: [AEJMC conference website](#)

## There is still a D&I Problem, but Small Steps Can Help

By Stephanie L. Mahin, UNC Kenan-Flagler Business School

The student leaned in and explained how she really enjoyed my strategic communication course. She told me she described the course to her mother and beamed with pride when she announced, “I also told my mom you’re black.” At this point, I stopped what I was doing to listen more intently to what she said. She was a student of color who had never taken a college course with faculty of color. I realize that the number of faculty of color on college campuses is abysmal, but until that moment, it hadn’t hit me how important it was for my students—all of my students—to see me. That said, a wave of sadness also slammed into me because this conversation confirmed: there is still a diversity problem.

### **Diversity remains a problem**

In many ways the #MeToo era we are in has caused the spotlight to shine into the darkest corners of our workforce. Organizations, like the news media, have been pressed to hold a mirror up to themselves. Recently, [CBS News](#) was criticized for not having African-American representation on its political team that will cover the 2020 presidential campaign. Some people accused the news outlet of being tone deaf to the experiences of an entire group of people.

[GenderAvenger](#), an organization committed to calling out tone deafness that involves gender inequality, identifies organizations with all or mostly male conference panels (aka, manels). For example, they pointed out that 76 percent of speakers for the 2019 Silicon Valley Global Innovation Summit, an executive leadership conference, are men. Members of GenderAvenger want organizations to recognize and correct when women’s voices are absent from public dialog.

Industries aren’t the only ones under scrutiny. The lack of diversity and inclusion in nearly every area of higher education also continues. Higher education administrators

should feel the weight of responsibility to ensure our campuses embrace a diverse and inclusive workplace for students, faculty and staff. And while some of us, professors, may believe the Diversity and Inclusion (D&I) fight is too big for the one or two concerned people within a department to take on, there are at least two ways we can practice D&I in our classrooms—tomorrow.

### **Diversify class readings and assignments**

When was the last time you took a long hard look at your syllabus and assessed how diverse your required readings were? It is not an easy task, but it’s necessary. Realizing the crunch that most of us are in when it comes to prepping for a new or existing course or courses, asking to devote more time to finding readings and assignments that include people of color, of various sexual orientation and physical abilities, seems like a lot. But if you consider for a moment that your students often reflect those differences (i.e., race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, religious or ethical values systems, national origin and political beliefs), why not allow them to interact with material by scholars and writers with different perspectives and/or lived experiences?

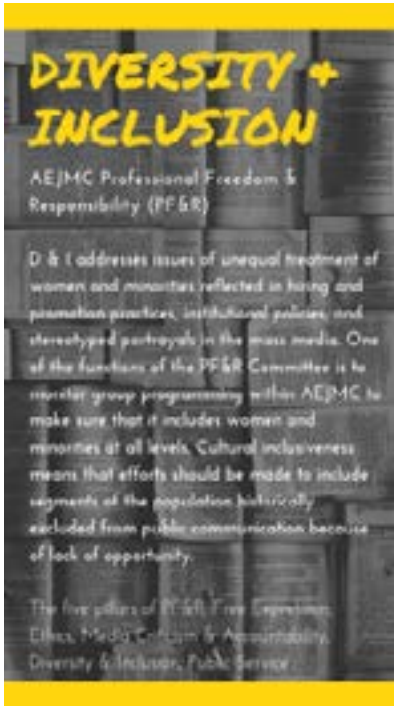
The hashtag #PRprofs on Twitter is extremely active with people sharing articles, tips and general conversations related to industry and pedagogy. Additionally, various Facebook groups for public relations professors and scholars exist, so starting a thread on a social platform to generate ideas about diverse readings and assignments seems worth the effort.

### **Diversify service-learning opportunities**

Service-learning is an important way for public relations to do good within communities. Community-based service activities give our students an opportunity to practice meeting societal needs while sharing in another’s lived

## There is still a D&I Problem, but Small Steps Can Help

continued from page 6



experience. These opportunities can be meaningful as we train the next generation of practitioners.

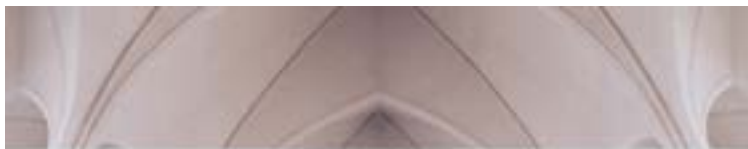
As professionals, our students will be responsible for building relationships with diverse and inclusive publics locally and globally. Service-learning can give them the exposure some may have never had otherwise. There are service-learning programs within universities dedicated to connecting academics

with public service. Are we, as professors, purposefully

exposing our students to diverse publics? But even more than incorporating service as a key component to our teaching strategies, we should be mindful of the organizations with which we choose to partner. Do they practice diversity and inclusion?

Recently, the Professional Freedom & Responsibility Committee (PF&R) of the Public Relations Division asked #PRprofs to share their service-learning experiences and tips with others across social platforms using the hashtag #PRDServe, as mentioned elsewhere in this newsletter. What a great way to showcase your students' hard work while also (re)committing yourself to diversity and inclusiveness in the classroom.

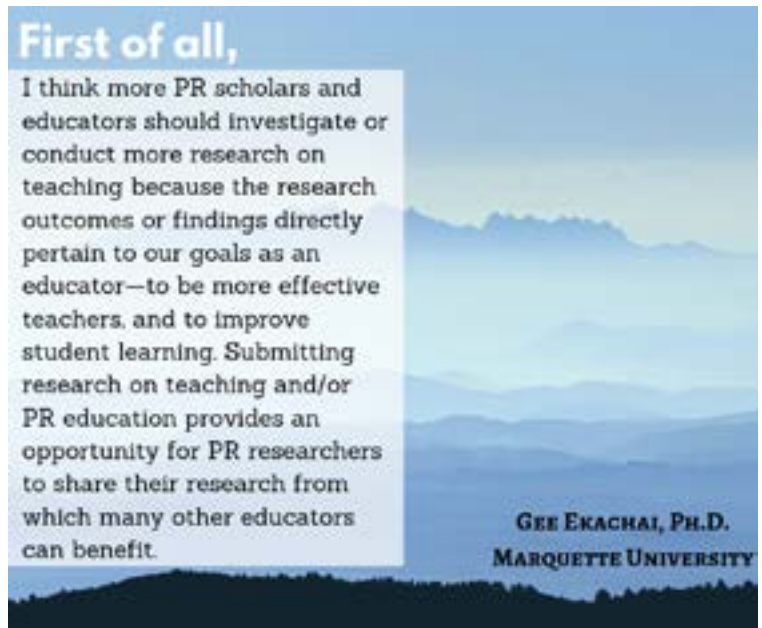
I am grateful for the students in my class who have never been taught by faculty of color. These students teach me as much about D&I as I hope to teach them. Even the subtle things that I can do—that we all can do—in the classroom can influence even a student who says, “never have I ever.” •



The classroom is the heart of the future for our profession -- our students are tomorrow's innovators and leaders. By sharing and collaborating on best practices in teaching, we're able to not only enhance our personal pedagogy and practice, we are able to contribute in really meaningful ways to the industry.



CAROLYN MAE KIM, PH.D., APR  
BIOLA UNIVERSITY



## Share Your Service Stories & Suggestions: Spring Semester of Service

By Julia Daisy Fraustino, West Virginia University

As noted in a [PRD blog post](#) last month, each year the Martin Luther King, Jr. Day of Service is observed as a “day on, not a day off.” As the Corporation for National and Community Service explained:

*MLK Day of Service is intended to empower individuals, strengthen communities, bridge barriers, create solutions to social problems and move us closer to Dr. King’s vision of a “Beloved Community.”*

We know that many #PrProfs aspire to similar goals not only through their National Day of Service efforts but also in their teaching philosophies, student mentorship and service-learning activities. So, on MLK Day, in the heart of National Mentoring Month, the Professional Freedom and Responsibility (PF&R) Committee kicked off our third annual Spring Semester of Service initiative. And there is still time for you to join us!

### What is Spring Semester of Service?

PRD launched Spring Semester of Service (SSOS) in 2017 to highlight the role of public relations in influencing organizational communication and ethics as well as contributing to the public good. In 2019, we’re continuing the movement to spread the good news about how our instructors and students unite with community members to grow skills while giving back.

This year, we’re asking you not only to share the service you’re doing with your classes, but we’d also love to hear any tips, tricks or hints you have about service-learning. Let’s allow those who are considering the approach or want to make their efforts even more successful to benefit from your insights!

### How Can I Participate?

Until the end of National Volunteer Week (April 7-13, 2019), PRD will highlight public service activities. We want to hear how you’re making a positive impact in

your corner of the world. We also want to hear your tips for how others can do the same. Here’s how you can take part:

1. Submit a blog post for possible publication on the PRD Blog.
2. Submit a brief summary of your service-learning project(s) or your service-learning tips for inclusion in a PRD social media highlight.
3. Use the hashtag #PRDServe to spread the news of your students’ good deeds.

And, of course, everyone is encouraged to follow along on social media.

### Where Do I Submit My Service Work or Tips?

Whether you write a blog post, submit a public service summary or idea, or share your experiences and suggestions for service using the #PRDServe hashtag, we are eager to showcase all that #PRProfs and our students do for the public good.

Submit your service info, tips or questions to Julia Daisy Fraustino (WVU, PF&R Chair) at [jdfraustino@mail.wvu.edu](mailto:jdfraustino@mail.wvu.edu) or Stephanie Mahin (UNC Kenan-Flagler, PF&R Vice Chair) at [Stephanie\\_Mahin@kenan-flagler.unc.edu](mailto:Stephanie_Mahin@kenan-flagler.unc.edu). Please include “Spring Semester of Service” in the subject line.

### Oh, and What IS “PF&R” Again?

The Professional Freedom and Responsibility (PF&R) Committee helps ensure that our PRD work addresses and reflects five key dimensions of responsible communication as outlined by [AEJMC’s recommended ethical guidelines](#): Diversity and Inclusion, Ethics, Free Expression, Media Criticism and Accountability and Public Service. •





# Research & Teaching

## Public Relations Division Paper Call: Join us in Toronto

By Lucinda Austin, UNC-Chapel Hill

The Public Relations Division (PRD) invites submissions of original papers that advance the theories and practices of public relations. Submitters should carefully review the specific instructions for the PRD as well as the general requirements contained in the AEJMC Uniform Paper Call.

Submission Categories: A paper may be submitted in one of the three PRD categories: (1) open, (2) student or (3) teaching.

**Top Research, Teaching, and Student Papers:** Monetary awards are given for the top three papers in each of the three categories. Thanks to a generous gift from Dennis Wilcox, Professor Emeritus, San José State University, top papers in open and teaching categories will be awarded: \$750 for the top paper, \$500 for the second-place paper and \$250 for the third-place paper. Top papers will also receive priority processing in the *Journal of Public Relations Research*, and top teaching papers will receive priority processing in the *Journal of Public Relations Education*, provided they are submitted by December 31, 2019. Thanks to the generous support of The Plank Center for Leadership in Public Relations at The University of Alabama, the first author of each of the top three student research papers will receive \$300, \$200 and \$100, respectively.

In addition, the **Doug Newsom Award** created in honor of Doug Newsom, Professor Emeritus, Texas Christian University, will again be given in 2019. The award in the

amount of \$250 is for the top paper that fits the theme of global ethics and diversity. Those who wish to compete for this award should submit to the appropriate category (i.e., teaching, open or student) and then clearly label their papers for consideration of this award. A special Doug Newsom Award Committee will evaluate the papers and choose a finalist. Papers not selected for the award will still be considered for acceptance in the categories to which they are submitted.

The **Museum of Public Relations** is also awarding \$250 for the best paper about the role of public relations in history. The historical figures do not need to self-identify as public relations and can include social and political movement leaders. People who are not typically cited in public relations textbooks are of particular interest. Papers must follow the rules of the AEJMC PRD call for papers. Those who wish to compete for this award should submit to the appropriate category (i.e., teaching, open or student) and then clearly label their papers for consideration of this award. A special Public Relations History Award Committee will evaluate the papers and choose a finalist. Papers not selected for the award will still be considered for acceptance in the categories to which they are submitted. •

**Questions?** Please contact research chairs, Lucinda Austin, University of North Carolina at Chapel Hill, [lucinda.austin@unc.edu](mailto:lucinda.austin@unc.edu) or Holly Overton, University of South Carolina, [overton@sc.edu](mailto:overton@sc.edu).

## Tips for Preparing a Paper for the Teaching Competition

By Debbie Davis, Texas Tech University

Whether you're putting the finishing touches on a 2019 Teaching Paper submission or planning for the future, here are some tips and reminders for getting accepted.

**Keep in mind that teaching papers are similar to open competition submissions.** Your complete research should include a strong foundation in the literature, a well-defined method, clear results and a robust discussion. According to Brigitta R. Brunner, Teaching Committee Chair and Professor at Auburn University, there might be some confusion between teaching papers and GIFTs. GIFTs are a separate competition and paper format. GIFTs, even if in an extended form, should not be considered for the teaching paper competition.

**Understand the expectations of a teaching paper.** If you haven't already, review some of the past Top Paper winners published in the Journal of Public Relations Education. Does your paper follow a similar outline? Teaching papers should test, refine or expand principles or practices associated with public relations pedagogy.

**Follow the rules.** It might sound basic, but in every competition, there are entries that don't meet the guidelines. Page counts, removal of author's identifying information and formatting are all grounds for disqualification. While teaching papers do not have a minimum, they are typically closer to the 25-page limit (excluding abstract, references, figures and tables).

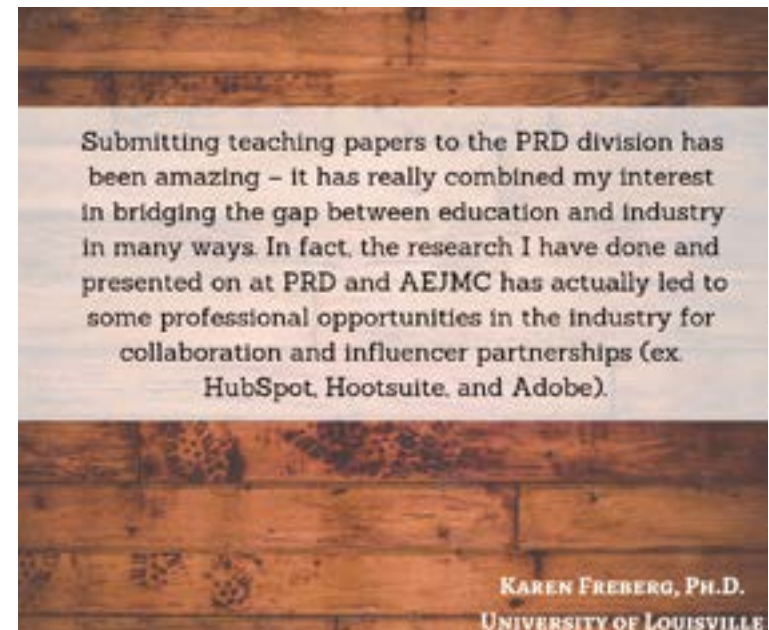
**Identify a colleague who could read the final draft for you.** A fresh set of eyes always brings a new perspective.

Not entering this year, but considering it for next year? Former Top Teaching Paper award winner and Teaching Committee member Chris McCollough, associate professor at Columbus State University, has some advice:

- *regularly collect data from your classes*
- *journal about your observations from classes as the semester goes along*
- *look for trends, gaps in knowledge or potential research questions.*
- *read from a wide range of teaching resources such as journal articles and books focused on pedagogy*

“You'll never know when a good idea strikes,” McCollough said. “Submitting a teaching paper is a great way to fill gaps in pedagogical knowledge while allowing us to contribute to the discipline as a whole.”

Whether you're preparing for the upcoming deadline or thinking ahead, preparing a teaching paper is a great way to share your experiences with faculty from a wide range of institutions. •



## Everything You Need to Know Before Clicking “Submit” for AEJMC 2019

Below are some helpful tips and guidelines to keep in mind as you complete your AEJMC submission.

**Submission Limitations:** No more than two papers may be submitted by any one author or co-author across the three PRD categories (i.e., teaching, open or student). If it is found that one person is author and/or co-author of more than two submissions across the three PRD categories, all of the submissions will be automatically disqualified.

**A paper may NOT be under review:** (1) simultaneously with more than one of the three PRD categories, (2) simultaneously with more than one division within AEJMC, (3) simultaneously with the AEJMC conference and any other conference or (4) simultaneously with the AEJMC conference and any potential publication, including refereed journals, book chapters, etc.

**Authorship:** When submitting co-authored papers, permission to submit the paper should be sought and obtained from all authors on the paper. Paper authorship cannot be added, deleted or changed after submission of the paper.

**Author Identification:** All authors and co-authors, their institutional affiliations and contact information must be included WHEN REGISTERING on the online system. If there are three co-authors, for example, information about all three must be included in the registration. Student papers must be authored or co-authored by students ONLY (no faculty co-authors), and all student papers must have the word “STUDENT” on the title page and in the running head. Author-identifying information MUST NOT appear anywhere in the attached paper file. Identifying information includes (1) listing of authors’ names and/or affiliations, (2) references to authors’ previous work in a way that reveals authorship of the current work and (3) links to authors’ websites, e-mail addresses or social media accounts. Inclusion of identifying information

will result in automatic disqualification of the paper. It is the responsibility of the paper author(s) to verify that no identifying information is contained in the paper text or in the document file properties. Please follow the directions for removing your identifying information from the properties. This will need to be done EACH time you submit your paper to All-Academic. All paper submitters are strongly encouraged to submit at least a day or two before the deadline so they can check to make sure that the uploaded document does not contain any self-identifying information in its properties, as can happen sometimes, mysteriously, via “save as pdf” or as a result of some other technical issues. An early submission will allow all submitters to fully check submissions as they are entered into the system so that a resubmission prior to the deadline is possible. Submitters should download a PDF version of their paper submissions from the All Academic system and verify that self-identifying information has successfully been removed from the document’s properties.

**Paper Content:** Any recognized research method and citation style may be used. Papers should include appropriate literature reviews, methodology, findings and discussion. Papers should test, refine or expand public relations theory or practice; critically review issues relevant to public relations theory and research; or explore methods of effective public relations practice. Teaching papers should test, refine or expand principles or practices associated with public relations pedagogy. All submissions should represent research COMPLETED by the conference submission deadline, not research proposals or reports on research in progress.

**Paper Formatting:** A paper cannot exceed 25 pages EXCLUDING abstract, references, figures and tables. Tables and figures will be counted toward the page limit unless placed at the end of the paper. Papers must be typed in a 12-point font, using Times New Roman, Times or Arial font. Paper text must be formatted with double

## AEJMC 2019 Submission Requirements

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line spacing with 1-inch margins on all sides of the document; references may be single spaced, with a double space between citation entries. All papers must contain continuous page numbers; if multiple files are merged for the paper, then the author must ensure that the page numbers are continuous and do not repeat or start over from page 1.

Because of past conversion issues with the All-Academic system that resulted in papers being longer than the established requirement, all papers must be submitted in PDF format. For those using the newest version of Microsoft Word, you can save your paper as a PDF file using the “Save As” function. For those not using this version, you may use a free web service, such as [www.freepdfconvert.com](http://www.freepdfconvert.com). Failure to follow these formatting guidelines will result in an automatic disqualification of the paper.

**Presentation Requirement:** At least one author of an accepted faculty paper must attend the conference to present the paper. If student authors cannot be present, they must make arrangements for the paper to be presented by someone else. Failure to be present or provide a presenter for any paper will result in a one-year ban on the review of papers for all of the authors involved. Authors of accepted papers are required to forward papers to discussants and moderators prior to the conference. Presentations at AEJMC conference may be disseminated via social media; presenters may opt out of social media dissemination by requesting so at the time of presentation. •

Submitting papers to the PRD teaching and GIFTS competitions helps incentivize innovation in the classroom for me.

**I feel more confident taking risks as an educator if I approach it as a researcher.**

Being able to write about and share my experiences from the classroom helps me to feel more connected to our larger community of scholar-teachers.

STEPHANIE MADDEN, PH.D.  
PENN STATE UNIVERSITY

I find it incredibly useful to read ideas from other faculty, so I think it's good to follow a "do unto others" philosophy.

**It's fun to share innovative ideas with others!**

I believe it's important for us to test what we're doing in the classroom to see what's working, so it just makes sense to share those results with the world, too. Every one of us should research our own teaching practices (with appropriate IRB permission, of course) and submit a paper to the PRD teaching research paper competition and/or GIFT contest each year.

EMILY KINSKY, PH.D.  
WEST TEXAS A&M UNIVERSITY



# Committee Updates

## Be Part of the PRD Mentorship Program

By Melanie Formentin, Towson University

As many people know, the Public Relations Division (PRD) is one of the largest at AEJMC. That can make it difficult to navigate the process of meeting and making connections with other scholars.

One of the best ways to connect with scholars one-on-one is through the division's mentoring program. Organized by the membership committee, the mentoring program is designed to give doctoral students, junior faculty members and senior scholars an opportunity to work in pairs during an academic year.

In early summer, the membership committee seeks applications from PRD members interested in participating as either mentors or mentees. Once your application is submitted, pairs are assigned based on personal interests. For example, a mentee and mentor may be selected to work together because they are interested in discussing and sharing information about teaching experiences.

Although many members have already participated, we're always looking for new participants to help this program grow. The following testimonials help lend insight into what you can get out of the program.

*"Being a mentor has been one of my favorite PRD experiences. As a mentor I have been able to pay back the guidance and kindness others have so generously given me over the years. This experience has also allowed me to build friendships that I know will be long lasting."*

**Brigitta Brunner-Johnson (Mentor)**  
Auburn University

*"Having the opportunity to engage with a junior faculty member was as enriching to that person as it was to me, I think. We had fun discussions over the phone about challenges and opportunities in research and teaching. My mentee was contemplating a job change during the time we conversed. I have worked in a variety of university environments in different parts of the country, and I think sharing my perspectives helped my mentee make a more informed decision about her own career path."*

**Doug Swanson (Mentor)**  
California State Fullerton

*"I've taken advantage of the PRD Mentorship program twice since starting my Ph.D. and both times, it has been an invaluable experience for my academic growth and success. As a Ph.D. student coming to academia after a successful professional career, my mentor helped me understand the current landscape of research in the field and ended up as a dissertation committee member. The second time, my mentor was a full professor who shared a similar career path. She helped me prepare for the job market. In addition to meeting with me to offer general advice, this mentor reviewed my job materials from an 'outside' perspective and checked in on me during the interview process. She provided valuable information that I don't believe I would have otherwise received. I can't thank PRD enough for the opportunity to participate in the program and benefit from the advice of scholars outside my institution!"*

**Melissa Adams**  
Marquette University

## PRD Mentorship Program

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*“I’ve had the pleasure of serving as both a mentor and mentee for the previous three years in the division and have found each of my partnerships rewarding in different ways. I’ve had senior faculty help me balance the challenges of being on the tenure track by giving advice related to service, research and faculty expectations. And as a mentor, it’s been rewarding to help doctoral students negotiate the job market, first-time jobs and research expectations. I feel like I learn so much from everyone I’ve worked with and appreciate the connections and friendships I’ve made because of the program.”*

**Melanie Formentin**  
Towson University

*“Mentoring means listening, then helping others discover what they don’t yet know about setting and accomplishing goals. That’s why I encourage developing a network of mentors for support over the career course. Reflecting on my mentoring experiences – formally through PRD, and informally – helps me see the rewards. The best*

*pairings are when a mentee seeks career guidance, spiritual support, or organizational understanding. The less-than-rewarding are those when a mentee doesn’t take it seriously. I enjoy my role as connector, sponsor, accountability partner and motivator. Today’s junior faculty perform too much service, which cuts into research time, so sharing time management has been a major focus. Peer mentees are sorting through horrifying political quagmires. I believe in enabling everyone to achieve their maximum potential in whatever arena(s) they choose, so I help mentees reconfigure a career in a time of transition, provide encouragement during a crisis, inspire personal growth and job satisfaction goal setting, and support ongoing momentum.”*

**Donnalyn Pompper (Mentor)**  
University of Oregon

If you’re interested in learning more about the mentoring program, please reach out to Melanie Formentin ([mformentin@towson.edu](mailto:mformentin@towson.edu)) for more information. •

## Doug Newsom Award Honors Long-Time Educator

By Lois Boynton, UNC-Chapel Hill



**Dr. Doug Newsom**

image source: [AEJMC PRD Website](#)

She may be officially retired, but Dr. Doug Newsom continues to help mold public relations, its practitioners and researchers.

We continue to recognize her legacy with the Doug Newsom Award, created in honor of the Texas Christian University professor emeritus for the top paper that fits the theme of global ethics and diversity.

This is the third year the Public Relations Division will recognize a scholarly contribution that empirically investigates and highlights the best practices in global ethics and diversity in public relations. The winner will receive a plaque and monetary prize.

Last year’s winners were Julia Daisy Fraustino, Sang (Sammy) Lee and Ji Young Lee, West Virginia University, for their paper, “Being bad abroad: Effects of stealing thunder by self-disclosing corporate FCPA violations.”

## Doug Newsome Award

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Those who wish to compete for this year’s award should clearly label their papers for consideration. A special Doug Newsom Award Committee will evaluate the papers and choose a finalist.

Submissions must adhere to the guidelines for the Uniform AEJMC Paper Call and any specific PRD Paper Call instructions when submitting your paper. Deadline for paper submissions is April 1.

In a 2016 [PRD profile](#), Newsom shared her perspectives on the need for public relations practitioners to effectively apply reputation management globally.

“The concept of diversity should be our oneness, not our differences. That demands respect and empathy,” she said. “Ethical practice is a consideration of cultural values, social behaviors and legal constraints. Knowing these and understanding their history in all parts of the world will at least minimize crises.”

She has long practiced what she preached, publishing in global journals and writing books and book chapters to enhance our understanding of public relations both home and abroad. She’s been a Fulbright lecturer in India and Singapore and has conducted workshops worldwide – from eastern Europe to the South Pacific.

Newsom served as the sixth head of the PRD from 1974-1975. She was the second woman president of AEJMC and the first public relations educator to hold that office. She was also the first woman to receive PRSA’s Educator of the Year award. •



## Virtual Conference Has Real Impact

By Lois Boynton, UNC-Chapel Hill

You didn’t even need to pack a bag to participate in this spring’s PRD conference sessions – dozens have hopped online to join panel discussions during the second annual Virtual Conference.

Geah Pressgrove, University of West Virginia, and Richard Waters, University of San Francisco, co-directed this year’s virtual conference which, thus far this spring, has drawn an average of 79 registrants to each of the seven 1-hour sessions. According to Waters, about one-third of those who register were able to attend live while another third downloaded the files within 72 hours following the panels.

“Those who attended – and even more who registered – are not the August conference regulars,” Waters said. “We’re having a wider range of people attend geographically and at institutions that aren’t represented at the August conference.”

That’s a notable accomplishment, considering a goal of the Virtual Conference is to help those facing tight travel budgets have access to peers and experts who tackle crucial teaching, research and PF&R topics, which align with AEJMC’s three focal points.

“Panels that had teaching tips seemed to be the best received and generated the most discussion,” Waters said. “But all of the panels were successful based on follow-up evaluation.”

January’s topics were (1) Moderating Stress in Public Relations, (2) Ethics and Social Media: A Conversation about Technology’s Impact on Nonprofit Organizations and (3) Social Media and Public Relations: Rural Community Engagement Opportunities.

Participants had four options to choose from in February: (1) Establishing a Climate for Mindful Mentorship and Learning in the Student-Run Public Relations Agency,

## Virtual Conference

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(2) The Intersection of PR, Diversity, and Inclusion: Implications for our Field, From Academia to the Profession, (3) Engaging Generation Z: What Professors Need to Know and (4) The PR Faculty Crisis: Why is it so Hard to Find Qualified Educators?

Waters noted there's one additional panel on the spring docket that's exclusively for PRD graduate students. "It will be a conversation with journal editors," Waters said. Keep an eye out for more details about this program.

Waters and Pressgrove invited PRD members through the Division's listserv and social media accounts. NCA's listserv was used to engage in intra-association outreach. They hope to continue the Virtual Conference approach into 2020.

Information about the Virtual Conference sessions is available at <https://aejmc.us/prd/conference/virtualconference/> •

## Grad Students: Network Your Way through the Conference

By Virginia Harrison, Penn State & Luke Capizzo, University of Maryland

The 2019 AEJMC Conference in Toronto will provide graduate students in public relations and strategic communication with a number of opportunities to network with faculty, professionals and other graduate students.

The PRD Graduate Student Committee will host two events specifically for graduate students at the conference. The Graduate Student Luncheon, sponsored by Texas Tech University, will allow students to hear from a panel of faculty about need-to-know tips for graduate school. Last year the panel discussed the academic job search, and we are working on a new theme this year. Panelists will also take time to chat with students in attendance over brunch.

Back by popular demand, the PR Graduate Student Social will provide a student-only event to meet with peers and find future collaborators. We'll be gathering at a local bar to chat over appetizers and beverages. Many thanks to University of Florida for being the social's first sponsor. While you're at the conference, don't forget these other ideas for networking and learning more about the AEJMC PRD community:

- Pick your division. Focus most of your time/effort/energy around building relationships, submitting scholarship and contributing/volunteering to one division. For most of us, that's easy... PR!
- Go to sessions. In particular, the business meetings and top paper sessions at conferences are often very well attended. Look at the program for the scholars who you might be interested in meeting and go find them.
- Don't be afraid to introduce yourself. Generally, everyone is very nice and willing to chat about their work, particularly with graduate students in the field. Send a follow-up "great to meet you" email after the conference to complete the connection.

For additional information or to get involved with the Graduate Student Committee, please contact any of the co-chairs, Virginia Harrison ([vsh5000@psu.edu](mailto:vsh5000@psu.edu)), Luke Capizzo ([capizzol@gmail.com](mailto:capizzol@gmail.com)), or Rosalynn Vasquez ([Rosalynn.Vasquez@ttu.edu](mailto:Rosalynn.Vasquez@ttu.edu)).

We hope to see you in Toronto!





# Journal Updates

## Journal of Public Relations Research

By Bey-Ling Sha, San Diego State University

Editing an academic journal involves balancing many priorities. When I began serving as the editor JPRR, my hope was to uphold the mission of the Journal to create, test, refine and expand theory in public relations. I also wanted to help authors do their best work possible, which I felt would raise the profile of public relations scholarship and enhance the academic standing of the field in the long term.

As I enter my fourth year of editorship, my questions to myself include the following:

- How much do authors care about receiving detailed feedback on their work, compared to getting a faster decision on the submission?
- To what extent (if at all) should journal editors add value for authors by supplementing the feedback received from reviewers with editors' own additional suggestions? And at what point does such value-added begin to diminish when providing it makes the turnaround time longer?
- To what extent do authors really take time to improve rejected manuscripts, based on editor and/or reviewer feedback, before sending the manuscript to a different journal?
- What is the value to authors of getting published in a "good" journal, versus getting published somewhere, anywhere?
- How can reviewers be encouraged to provide feedback that is thorough, constructive and timely?

Less philosophically and more pragmatically:

- How can I balance multiple priorities in ways that remain true to my personal values and within my personal time and energy constraints, while still carrying out the longer-term mission of and the shorter-term responsibilities for the Journal?

Informal and non-scientific feedback from authors submitting work to JPRR has suggested to me that, while people very much value detailed feedback on their work from both myself and manuscript reviewers, they also want more timely processing of submissions. And they also want more information on where manuscripts are in the review process.

I hear y'all. So, I am checking with the publisher about author notifications as manuscripts move through the review process. I am also discussing with the editorial leadership team ways to rebalance my editorial priorities.

To that end, I invite the members of the PRD to give me your input on your priorities and perspectives. To offer your feedback, please [click here](#).

The data will be processed by associate editor Lan Ni, and I look forward to reviewing the aggregated results and sharing them in a future edition of the PR Update.

Thanks to everyone who has shared their work with JPRR as an author and/or who has shared their expertise as a reviewer. And thanks in advance to everyone for sharing your thoughtful and professional feedback in our survey. •

## Highlighting the Latest Issue of JPRE

By Emily Kinsky, West Texas A&M University

Be sure to check out the articles published in Volume 5, Issue 1 of JPRE. You can read the articles on the [JPRE website](#).

### Research Articles

Racial and Gender-Based Differences in the Collegiate Development of Public Relations Majors: Implications for Underrepresented Recruitment and Retention  
Kenon A. Brown, Damion Waymer and Ziyuan Zhou

Developing a New Generation of Public Relations Leaders: Best Practices of Public Relations Undergraduate Programs  
Michele E. Ewing, David L. Remund and Lauren Dargay

One Liners and Catchy Hashtags: Building a Graduate Student Community Through Twitter Chats  
Melissa Janoske, Robby Byrd and Stephanie Madden

Does Your PR Course Syllabus Excite, Intrigue, and Motivate Students to Learn? Syllabus Designs and Student Impressions on the PR Course and the Course Instructor  
Gee Ekachai and Young Kim

### Book Reviews

Public Relations Ethics: Senior PR Pros Tell Us How to Speak Up and Keep Your Job  
Denise Bortree

New Media and Public Relations (3rd Edition)  
Katie R. Place

Mastering Business for Strategic Communicators: Insights and Advice from the C-suite of Leading Brands  
Patricia A. Swann

### Editorial Staff

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