

A Note from Susan

Hello, Everyone –

The Public Relations Division is hard at work planning next year's conference in Washington, D.C., August 8–11, 2013. We will have a Thursday through Sunday schedule again this year. According to AEJMC headquarters, we get a better conference rate with this schedule than we do with the Wednesday through Saturday schedule we have used in the past. In all likelihood, the PRD will hold a pre-conference on Wednesday, August 7, 2013.



PRD Head
Susan Grantham

Natalie Tindall, our program planner, has been busy this fall making deals with other divisions and interest groups to co-sponsor PF&R and teaching sessions to create the greatest number of presentation opportunities. Natalie, Denise Bortree (vice chair elect) and I will travel to the winter planning meeting in late November to bid on days and times for all of our sessions. It really is an issue of seeing how the chipping goes. On a positive note, we earned one extra session

this year based on the number of paper submissions we had this past year. In other conference news, our professional liaisons, Judy VanSlyke Turk, Matt Ragas, Julia Fraustino and Hua Jiang are scouting sites for our PRD social next year as well.

And finally, the PRD is undertaking a Delphi study this year to identify opportunities and issues to help us develop a strategic plan for the division as we move forward. There will be more information this as we move through the process.

Wishing you a speedy end to your fall semester.

Best regards,
Susan Grantham

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A Peek at PRD History *By Dean Kruckeberg*



Dean Kruckeberg

Editor's Note: We asked several long-standing PRD members and former leaders to share some of their insights into the history of PRD. In the next edition, you will hear from Doug Newsom.

I was head of the AEJMC PR Division in 1993. The Annual Convention was in Kansas City, preceded by the 1992 convention in Montreal when I was vice head and program chair. I concurrently held those same offices in the NCA PR Division, a coincidence that provided me with a unique opportunity for boundary-spanning between the public relations educators in both associations. (AEJMC PRD had about 420 members at the time, and NCA PRD had about 370.) I believe I am the only person to have been PRD head/chair of AEJMC, NCA and ICA as well as chair of the PRSA Educators Academy. Those offices, as well as a plethora of other service/leadership positions in public relations professional associations throughout the years, may not have enhanced my wisdom, but

they arguably have provided me with a broad overview of public relations education as it has evolved throughout the years.

My first AEJMC Convention was in UW Madison in 1977, followed by my attendance at the convention at the University of Washington in 1978 and then Memphis in 1985. Since San Antonio in 1987, I have only missed two conventions, in 1994 and 2010. Certainly throughout the years, much has changed in public relations, its scholarship and education. I will share here a few of my impressions and recollections, which may be subject to over-generalization and simplification as well as inaccuracies in my memory.

Public relations education was primarily the province of journalism schools until perhaps the late 1970s. It was viewed as a journalism specialization, not infrequently considered a bastardization of an honorable profession to be pursued by those wanting an ostensibly larger paycheck at the expense of their journalistic integrity.

Perhaps one or two public relations courses were offered in a journalism curriculum, replete with sage advice to work as a newspaper reporter (or radio or television newscaster) for five years to develop writing skills and to understand how the media function. Some faculty members who grudgingly taught public relations courses did not view PR as their primary professional interest, let alone worthy of scholarly inquiry. I remember being chided as a doctoral student when I used the term “public relations scholar,” because certainly such

scholarship did not exist. Perhaps there was limited truth to that statement because I remember the papers being presented at those early AEJMC conventions to be quite technical and tactical, with seemingly limited heuristic value.

This status quo of public relations as essentially a subset of journalism began to be challenged, if not already in the late 1970s, certainly by the 1980s when communication departments began exploring opportunities for public relations education. A few books were being written by communication scholars (often organizational communication books disguised as public relations texts), and public relations courses began being offered by communication departments. To some extent, communication departments had been losing their traditional service role in the academy; organizational communication scholarship was evolving quickly; and public relations seemed a logical professional application for the body of communication knowledge.

In those early years, there seemed to be limited overlap of AEJMC and NCA membership, and indeed frequent barbs and accusations were exchanged between the two disciplinary perspectives. Public relations professors in journalism schools accused their counterparts in communication departments of not understanding what public relations was and of their refusal (if not inability) to teach students the requisite journalism skills; however, the more astute communication-based PR education programs

quickly acknowledged and rectified any truth to this accusation. In turn, communication professors accused journalism educators of teaching only the techniques and tactics of public relations, i.e., of not providing their students with a theoretical understanding of communication—either not knowing or choosing to ignore the historic foundations of mass communication theory. Indeed, the first discussion I had heard about CEPR certification was at a PRSA Educators Academy reception (in what was the former Iranian embassy building in Washington, D.C.) at the 1986 PRSA Conference. The catalyst for this credential was communication programs’ ineligibility for ACEJMC accreditation.

Certainly by the early 1990s, such ancient enmities were being largely forgotten, i.e., whether a school had a communication-based or journalism-based public relations education program. Importantly, public relations educators were creating their own professional community, regularly attending most if not all of the conventions of AEJMC, NCA, ICA and PRSA; increasingly, the particular venue became largely irrelevant to the scholarship that was being presented and the issues that were being discussed. Rather, public relations was evolving into a discrete area of scholarship that borrowed heavily from, but was not owned by, more encompassing disciplines. Journalism-based public relations educators, perhaps somewhat grudgingly, recognized that the literature of organizational communication, rhetoric and interpersonal communication was greatly enriching public relations scholarship and professional

education, while communication-based public relations professors acknowledged the importance of mass communication theory as well as the media skills being taught in journalism schools. Importantly, public relations educators seemed more likely (and much more proudly) to identify themselves as such, rather than as journalism professors or communication professors.

By the time I was head of the AEJMC PR Division, public relations and its education were being challenged from another front, namely integrated marketing communication. Indeed in 1993, I had the formidable task of moderating a joint meeting of the AEJMC Advertising and Public Relations divisions to discuss “Preparing Advertising and Public Relations Students for the Communications Industry in the 21st Century.” That document had been written in response to erstwhile attempts to meld these two previously discrete areas of scholarship and education. That issue seemed likewise to have been largely and amicably resolved.

Public relations, its scholarship and education have continued to evolve and mature in the past two decades, perhaps best exemplified by the 1999 and 2006 reports of the Commission on Public Relations Education and more recently by the 2012 Commission report on master’s degree education. Certainly, social media and their use have become a pre-occupation of public relations education.

Public relations educators have evolved into a scholarly community in their own right, with a public relations body of knowledge that transcends

the traditions of scholarly and professional associations such as AEJMC, NCA, ICA and PRSA. Research papers by today’s mainstream public relations scholars are as suitable and appear to be as equally likely to be accepted for presentation in any of these venues. I see little, if any, topical preference or disciplinary bias in the scholarship that is being presented in these associations’ conferences. This is as it should be, and it is essential that public relations scholars be as active in as many of these associations as they can.

Nevertheless, the uniqueness of each of these organizations’ missions continues to serve an important purpose for public relations scholarship and education. Public relations as a discrete area of scholarship and professional education must maintain its relationship with each of these scholarly and professional organizations. A discrete identity is good; a silo is not. Public relations must maintain its relationship with journalism and mass communication, not only in the literature it borrows, but in the journalistic traditions that public relations values. For the same reasons, public relations must maintain its relationship with the communication discipline, both nationally and internationally, as well as with the public relations practitioner community. No longer do these disciplines and traditions own public relations scholarship, but they are part of our heritage; we will continue to borrow from them, taking what is of value to us; and our relationship to them is essential to contemporary public relations scholarship and education. ■

Call for Papers for AEJMC 2013

The AEJMC paper deadline is April 1, 2013. As we begin to think about possible paper submissions and co-authorships, please keep the following policies in mind.

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 publication.

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 subsequent to submission of the paper.

Faculty members are STRONGLY encouraged to explain these policies to their graduate students

who may be submitting papers.

The intent of these paper-submission policies is not to “police” conference submissions. Rather, the intent is to codify traditional best practices in ethical academic behavior.

If you have any questions regarding AEJMC conference paper submissions, please contact the research co-chairs, Bey-Ling Sha, San Diego State University, bsha@mail.sdsu.edu or Suman Lee, Iowa State University, smlee@iastate.edu.

PRD 101: What is PF&R?

“Professional freedom and responsibility encompasses research, teaching and service and is related to AEJMC members’ interaction with the media professions through preparation of students for media careers, research examining media roles and responsibilities, and service to the professions through engagement and training. Service in support of professional freedom and responsibility is an essential expectation of every member of AEJMC. Members should work in support of the principles of professional freedom and responsibility within this organization, at their home institutions, and in society at large” (AEJMC Code of Ethics PF&R, <http://www.aejmc.org/home/?s=PF%26R>).

“About the Standing Committee on Professional Freedom and Responsibility

The Professional Freedom and Responsibility (PF&R) Committee provides annual constructive reviews of activities of AEJMC divisions and groups in the five areas of professional freedom and responsibility. The areas are Free Expression; Ethics; Media Criticism and Accountability; Racial, Gender, and Cultural Inclusiveness; and Public Service. Each division should give concern to all five categories over a period of a few years. No division is expected to emphasize all five categories every year, but each division is encouraged to make general improvements and maintain a high level of PF&R activity” (AEJMC Code of Ethics PF&R) ■

AEJMC PF&R Guidelines

- I. Free expression should be nurtured and protected at all levels.
- II. Ethical behavior should be supported and promoted at all times.
- III. Media criticism and accountability should be fostered.
- IV. Racial, gender and cultural inclusiveness should be encouraged and recognized.
- V. Public service contributions should be expected of all AEJMC members.
- VI. AEJMC programs and faculty should make every effort to insure equal opportunity for students to enter student contests.



About Cheryl

With more than 30 years’ experience in the PR arena, Cheryl Procter-Rogers currently runs a Chicago-based, national public relations consulting practice, A Step Ahead Public Relations. The practice specializes in corporate and executive communications. She has held executive positions at DePaul University, Home Box Office (HBO), and Nielsen Marketing Research. She is the 2011 PRSA Gold Anvil recipient.

In 2000, Cheryl was the youngest member ever to be inducted into PRSA’s College of Fellows, a distinction held by a little more than 400 individuals in the field of public relations. In the mid-80s, she was the youngest member of PRSA in Los Angeles to earn accredited professional status, and the first African American woman to earn that honor there.

She received an MBA from Keller Graduate School of Management and a B.S. degree from Bradley University.

Industry Connection with Cheryl Procter-Rogers

As we wind down another year, it might serve us well to reflect on all we have accomplished and begin to plant the seeds for personal and professional growth come January! For more than 15 years I have coached and mentored public relations professionals and educators through a variety of career challenges and opportunities. I always noted that while many of these pros can develop plans for their employers or teach communications planning with great success, they rarely have considered a similar strategy for their own personal brand.

So, when I counsel my colleagues, I insist they be selfish just this once and develop a personal career plan. I share a simple planning format which combines the fundamental tenets of our profession—research, planning, execution and evaluation with the key elements of a business plan. I truly wish developing the plan is all it takes to recharge a sometimes sluggish battery. Unfortunately, having a good plan is not enough. We must create an environment in our personal and professional lives to support the plan, paving the way for endless opportunities for igniting our personal passions. This can only happen when we truly have perspective and balance in our lives.

When it comes to work/life balance, we can do it all, we can have it all, but not without a plan and a commitment to changing how we allocate our most valuable resource—our time! Consider

the value of creating balance by investing in what I have coined, the four C’s – Capabilities, Career, Cabinet and Community.

When we join organizations like AEJMC and participate in a conference or seminar, we are investing in our capabilities. When we step outside our comfort zone and refuse to be trapped by confirmation bias, we are investing in our capabilities.

When we expand our network and embrace diversity, we are investing in our careers. When we create a personal cabinet of family, mentors and other advisors, we are investing in our future by making sure we have people close to us who will tell us the truth.

When we volunteer our time to mentor the next generation and serve on civic boards, we invest in our community.

When we have passion for life and work, it is contagious. I’m thrilled to be in public relations! I play to my strengths. No other profession offers me the opportunity to be totally immersed in all of my personal passions and have a positive impact on so many. And... having a plan helps a lot! ■

Editor’s Note: We are excited to add this input from the field and intend to recruit a new PR professional to share with us in the Industry Connection for each issue. Let us know if you have professionals to suggest.

Publishing Corner

By Karen Russell

What exactly do reviewers want? In one way, this is an easy question to answer, because the *Journal of Public Relations Research* provides Reviewing Guidelines to anyone who agrees to complete a review. These guidelines ask a series of questions designed to help the reviewer determine the manuscript's worth, such as: Is the research original? Does it make a significant contribution to the body of knowledge? Is the method appropriate to the research questions asked?

But the process is more complicated than simply answering these questions. Reviewers, and ultimately the editor, must weigh various factors and determine which ones count most in making their final recommendations. For example, I've encountered a few reviewers who are offended by bad writing or poor documentation - one to the point that the reviewer didn't want to complete the review, arguing that such sloppiness was indicative of the researcher's ability to produce good scholarship. Most other reviewers, though, seem willing to overlook bad writing, which can be corrected, if the methodology is strong and the research questions are important to the field.

Based on my first year of reviewing manuscripts, I've determined that reviewers prioritize the following factors in their decision to recommend or not recommend a manuscript for

publication.

The research must be methodologically sound. It's a rare manuscript that doesn't raise a few questions about method. Reviewers often ask for clarification or more detail, and sometimes suggest additional work, such as running another relevant statistical test. However, if a reviewer identifies a fatal flaw - something that can't be easily corrected, such as a poorly constructed survey instrument, or in-depth interviews conducted with the wrong people - the paper is sure to be rejected.

The research must make an original and significant contribution to public relations theory development. Even if a paper is methodologically perfect, reviewers may reject it for failing to make a big enough contribution to the field. Reviewers may, for example, suggest that the author is trying to make more of the research than the findings merit. Sometimes reviewers are able to provide advice about how to improve such a manuscript, but sometimes they conclude that there's simply not enough there to merit publication.

The research must be grounded in the literature, providing a strong theoretical foundation. In this case, method matters. Scholars submitting critical-cultural or historical research may be able to go back and add to the literature, thereby strengthening their interpretations. But scholars using some types of qualitative research and especially quantitative research may not be able to address the problem



Karen Russell

so easily. Because interview protocols, research questions, and hypotheses are based on the literature, overlooking some important aspect of the literature may make it impossible to improve the manuscript without conducting additional research.

The paper must be well organized and written at least well enough for the reviewers to be certain that they understand the author's argument. Bad writing may not be lethal to a manuscript, but it does guarantee the paper will need revision.

Reviewers vary, of course, as do submissions. But most reviewers are earnest in their attempts to help the Journal publish only the best public relations research. ■

Editor's Note: Karen wrote this article on her blog and offered to share it here in our new column on publishing. You can find the original here: http://www.teachingpr.org/teaching_pr/2009/10/what-jpr-reviewers-really-want-1.html



Faculty Member in Focus: Susan Gonders

PRD member since: 1998
Affiliate Institution: Southeast Missouri State University
Degrees:
 1995 Ed.D. Oklahoma State University
 1991 M.Ed. University of Central Oklahoma
 1973 B.A. University of Oklahoma

Research Interests:

- Editing the unpublished autobiography of Rex Harlow (in progress).
- Developing papers and presentations into "Presidential Reason and Unreasonable Presidents," a book in progress on the rhetoric of U.S. presidents.
- Revising doctoral dissertation into a biography of Robert Hutchins (social responsibility).
- First author of "A Brief History of PRSSA: The Second Two Decades" commissioned by Champions for PRSSA.
- Ongoing work compiling biographical sketches of the "Heads & Eds" of the Public Relations Division of AEJMC.

Teaching Interests:

- History and philosophy of media and communication
- Communication strategy and tactics
- Graphic design

Courses Taught:

- Mass Communication & Society
- History & Philosophy of Mass Media
- Writing for Mass Media
- Publication Editing & Design
- Public Relations Principles
- Advertising Principles

- Advertising Copy & Layout
- Advertising Media
- Public Relations Writing & Design
- Strategic Communication Tactics
- Strategic Research & Strategy
- Strategic Case Studies & Campaigns
- Senior Research Seminar



Susan Gonders

Professional Experience:

- 1974-94: Owner of Gonders Graphex/Gonders & Associates Publishers, Oklahoma City with more than 300 clients over a period of 20 years.
- 1973-04: Public Relations Director of the Oklahoma State Home Builders Association, full-time for one year and as a contracted communications consultant for 30 years.

Most Recent Conference Paper:

- Barbara DeSanto and Susan Gonders (2010). Big Chief Tablets, second place teaching paper. 2010 AEJMC National Conference (Denver).

Most Recent Publication:

- F.H. "Chris" Teahan (1988), *The First Two Decades*; Susan Gonders and Barbara DeSanto (2007), *The Second Two Decades. A Brief History*, a compiled volume published in commemoration of PRSSA's 40th anniversary (Champions for PRSSA).

Favorite Part of Being in PRD:

Colleague-friends

Best AEJMC Conference Memory:

Being Betsy Plank's conference roommate

Favorite Part of Being a Faculty Member:

Students – they keep us young

Interests Outside of Work:

Mamma Mia! – my 48-foot houseboat
 College football (Sooners)
 Professional baseball (Cardinals)
 Bicycling

What is one thing your students don't know about you?

I like dancing in the sand

Anything else you'd like to share?

Coordinating the global program in Certification in Education for Public Relations (CEPR) through PRSA is gratifying because it is serving to elevate the quality of public relations education worldwide. Since I began coordinating reviews in 2007, the list of certified programs has grown from 14 to 34 with more than a dozen additional programs in various stages of preparation for review. ■

Graduate Student Member Up Close

Melanie Formentin

Affiliate Institution:
The Pennsylvania State University

Degree sought:
Ph.D. Mass Communications
(Strategic Communication focus);
anticipated graduation May 2014

Dissertation Topic:
My dissertation will examine the impact of major professional sports organization corporate giving initiatives from the perspective of community-based recipients.

Hometown: Beautiful Tampa, Florida!

Major Adviser: The most wonderful Denise Bortree!

Research Interests:
My primary research interests are crisis communication and corporate social responsibility in professional sports. I also enjoy examining how crisis responses and CSR are communicated via social media.

Teaching Interests:
I enjoy teaching public relations courses, particularly writing and research methods courses.

Courses taught:
As a master's student at the University of South Florida (Go

Bulls!), I was a teaching assistant for Mass Communication and Society and taught Writing for the Mass Media. I'm currently teaching Research Methods in Advertising and Public Relations.



Melanie Formentin

Most Recent Conference Paper:
Navigating Anger in Happy Valley: Using Facebook for crisis response and image repair in the wake of the Sandusky scandal, co-authored with Denise Bortree and Julia Fraustino.

Most Recent Publication:
Public Relations Review recently published my review of Coombs and Holladay's new book, *Managing corporate social responsibility: A communication approach*. Other than that, I'm in the process of getting my "under review" groove started.

Favorite Part of Being a PRD Member:
This is my first year as a member of PRD and so far I'm enjoying the camaraderie among members. Even as a new member I felt very welcomed at AEJMC and was extremely happy to be able to volunteer for the group.

Best AEJMC Conference Memory:
Being that Chicago 2012 was my first time attending AEJMC, I think the entire conference serves as a wonderful memory. There was so much to do and see and so many people to meet, and I just enjoyed the rush of being there.

Describe Yourself to a Future Employer:
I'm an outgoing and laid back, but very hard-working individual. I like to have fun while doing what I love and always try to inspire my students the way my former professors inspired me.

Hobbies/Outside Interests:
I love going to concerts and listening to music—especially if it's Pearl Jam. I'm also a huge Disney World (hey, I grew up in Florida) and Star Wars nerd. ■



Graduate Student Member Up Close

Melissa Janoske

Affiliate Institution: University of Maryland

Degree Sought: PhD in Communication, focus in public relations and crisis communication; anticipated graduation May 2014

Dissertation Topic: analysis of the City of Baltimore's Office of Emergency Management, including community response to crisis preparedness campaigns (tentative)

Hometown: Dayton, Maryland

Major Adviser: Dr. Brooke Fisher Liu

Research Interests: public relations, risk and crisis communication, online community formation and maintenance, and social media

Teaching Interests: public relations writing, public relations case studies, crisis communication, public speaking

Courses Taught: I taught for a small private college in Virginia before coming to Maryland, so I've had the opportunity to teach a lot of great courses in public relations, journalism, public speaking, and communication law and ethics. I developed a crisis communication course while I was there, and co-developed a public relations media and campaigns course.

Most Recent Conference Paper:
Janoske, M. L., Briones, R. L., & Madden, S. L. (2012, September).

Kony 2012: How social media promotes digital activism. Paper presented at the annual Social Media Technology Conference & Workshop, Washington, DC.



Melissa Janoske

Most Recent Publications:
Briones, R., & Janoske, M. (in press). Mentoring 2.0: How PR educators perceive mentorships and use social media to create and maintain relationships with students. *International Journal of Continuing Engineering Education and Life-Long Learning*.

Liu, B. F., Jin, Y., Austin, L. L., & Janoske, M. (2012). The social-mediated crisis communication model: Guidelines for effective crisis management in a changing media landscape. In S. Duhé (Ed.), *New media and public relations* (2nd ed.). New York: Peter Lang.

Favorite Part of Being a PRD Member:
Knowing that there's a community of people to talk to and discuss ideas with, who are all interested in the same general topics and have some great ideas to share.

Best AEJMC Conference Memory:
At this past conference in Chicago, I was able to continue building relationships with people within PRD I had met at previous conferences. I really enjoy seeing a familiar face that I might not know as well, but still taking the time to chat and catch up and keep building that bond.

Describe Yourself to a Future Employer:
I'm an enthusiastic researcher and teacher who has big dreams of contributing to the discipline in both veins. I want to learn how to improve risk and crisis communication so we can improve how people respond and move forward after an event. I like teaching and helping students find that moment when the light bulb goes on and things start to make sense. I want to find a school where I can do both, and find a like-minded group of colleagues to both support and be supported.

Hobbies/Outside Interests:
I like to run, and finished my first half marathon this past spring. I also like to read decidedly non-academic fiction, something funny and intriguing, with an interesting character on a fabulous adventure. ■

Happy 100th Birthday,
AEJMC!



PRDivision