

PR UPDATE

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The news journal of the Public Relations Division of the Association for Education in Journalism & Mass Communication

End of Year means ramping up for San Francisco

Denise Bortree
PRD Head

The executive committee has been hard at work for the past few months planning the next AEJMC conference in San Francisco in August 2015. You will find a few of the selected panels in this issue of the newsletter. We are excited to begin announcing the programming to our membership. A special thank you to Tiffany Gallicano, the vice head of the PRD, for her tireless work in the panel selection process.

As a reminder, the deadline for the AEJMC 2015 paper

competition is April 1, and this year we hope to increase the number of teaching paper submissions that we receive. Please keep the competition in mind as you design your spring classes, and think about how you might share your instructional ideas with other faculty.

One of our members' favorite activities at the annual conference is attending the Bill Adams/Edelman Luncheon, thanks to continued supporter, Edelman, who funds the luncheon every year. The agency also reaches out to the academic community by inviting faculty to the Academic Sum-

mit, held this summer in Chicago, to expose faculty to best practices in the public relations field. In this issue you will find information about the ebook that Edelman just published sharing case studies and interviews from the summit.

As you read through the columns you will find that this issue includes an industry column on a somewhat controversial topic of marketing and public relations. This could be a good conversation starter for our membership. Feel free to post to the listserv if you want to respond to what Keith Pillow has

to say about what should be taught in the public relations classroom.

In the journal editor column, Karen Russell, editor of the Journal of Public Relations Research, takes on the timely topic of blogging about research. More academics seem to be writing in public forums about their research findings, and Karen shares her own experience with blogging and its challenges.

Thanks to the newsletter team, Dustin Supa (editor), Dean Mundy, and Cary Greenwood, for their work on this issue. They have planned

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some changes for upcoming issues, and I'm excited to see where they can take the newsletter. As the semester winds down, I hope you find time to relax with family and friends this holiday season. Have a great new year.

Denise

From the Editor: Changes Afoot for PR UPDATE

The mantle of responsibility for producing the newsletter for our division does not always wear lightly, and providing quality content to our membership has for many years fallen on the very capable shoulders of those who have come before the current

editor. However, the changing nature of the communication environment, coupled with the excellent work done by our multiple committees, in particular the work of the Social Media Committee and the Website committee, in addition to our executive committee,

has made possible a change to how we will be sharing information via PR UPDATE.

Starting in January 2015, PR UPDATE will be making a few changes that we hope will be of benefit to the membership.

We will still be providing teaching

columns, messages from our leaders, and all the conference information you need throughout the year.

Our new features will include some long-form articles that are best suited to the "traditional" print format, including research insights, updates on schools/

programs, and commentary from our members.

We are hoping these changes will better serve each of our communication channels by complementing each other. And as always, we welcome feedback that can be sent to supa@bu.edu.

Teaching Panels Selected for San Francisco conference

Tiffany Gallicano
PRD Vice Head

Of the eight teaching panel proposals and seven professional freedom and responsibility (PF&R) proposals we received, two were chosen from each category for the upcoming conference. Through an online survey, executive committee and teaching chairs voted on the teaching proposals; the executive committee and PF&R committee voted on the PF&R proposals. Members who had proposals under review were not allowed to vote on their own proposals. The executive committee then discussed the results of the online survey, ensuring that we were not duplicating topics and ensuring that we were covering different PF&R areas. We followed the survey results in our selection of the panels. Listed on this page and the next are this year's teaching panels.

In the next newsletter issue, we will announce the professional freedom and responsibility panels, as well as excellent panels that include our members that we did not have room in our own programming to sponsor.

Developing Global Leaders: Best Practices for Helping Students Develop Vital Leadership Skills *Co-Sponsor: Internships and Careers Interest Group*

Panelists

Dave Remund (University of Oregon) will share insights from the ethnographic research he conducted about leadership development within high-performing agency and corporate environments. He will discuss the application of his results to classroom experiences and assignments and in courses such as principles, writing, case studies, research methods, and campaigns.

Bruce Berger (University of Alabama) will describe a new leadership course created by the Plank Center for Leadership in Public Relations at the University of Alabama. The course is grounded in seven dimensions of an integrated leadership model that the Center developed, tested and validated in a global study of 4,500 practitioners in 23 countries in 2012. The course syllabus will be shared and discussed.

John Williams (Principia College) will discuss the development of students' skills with regard to negotiating cultures through three examples—American college students training Chinese college students to be Olympic hosts in the months before the 2008 Beijing Olympics; American college students teaming with Mongolian university students to conduct public opinion surveys in rural villages of central Mongolia; and American college students given responsibility to develop and implement team learning and research projects in Kazakhstan and Tibet.

Bey-Ling Sha (San Diego State) will share her experience working and conducting research in four languages on three continents, and she will discuss a new program at San Diego State to train bilingual media professionals.

Erica Clarke (Penn State – Greater Allegheny) will talk about the use of workshops to help students develop leadership skills.

*The moderator and organizer of this panel is **Carolyn Mae Kim** (Biola University).*

**The Professional Freedom & Responsibility
Panels will be announced in the next issue
of PR UPDATE.**

Approaches to Social Media Assignments Based on the Ethical Considerations and Legal Limits Every Faculty Member Should Know

Co-Sponsor: Law & Policy Division

This panel will explore the following issues:

- Student privacy considerations when requiring social media use within courses
- Ethical management of students' information when requiring them to use social media platforms that then sell that profile information for a profit
- FERPA considerations in light of public, required work by students for grades through social media
- Newsjacking, particularly teaching students when not to comment on a crisis
- Digital shadows and the long-term consequences on students' online reputation
- How to teach students what to do when their employer is confronted by trolls on social media

Panelists

Jeremy Harris Lipschultz (University of Nebraska) will discuss his experiences with using Facebook private groups and public pages, Twitter hashtags, public blogging and recorded YouTube guest interviews in the classroom. He will address online identity formation, interaction and community cultivation.

Chip Stewart (Texas Christian University) will address FERPA in relation to requiring students to participate in social media, and he will discuss the terms and conditions to which users agree when they sign up for a social media service. These agreements dictate how users are supposed to behave and the consequences for inappropriate use, including matters of intellectual property, privacy, account termination, commercial use of accounts, and more. Dr. Stewart will also discuss the assignment he gives undergraduate students to help them understand these user agreements.

Natalie Tindall (Georgia State) will share examples involving online portfolios and other public-facing activities she has required of students, which have gone sour a few times. Based on those experiences, she has created options for students, building on the belief that more people use FERPA to limit, hinder and chill student engagement online without really knowing the structure of the law or the conditions under which their universities apply it. Her presentation will explore the practical ways faculty can integrate social media into courses while understanding ethical and legal limits of those assignments.

Karen Freberg (University of Louisville) will address the top challenges and issues facing organizations that students need to know about, which can affect the emotional connections, financial standings, and reputation of an organization. She will discuss online crisis communication and provide best practices in addressing issues.

Melissa Dodd (University of Central Florida) will focus on organizational social media policies, as related to university guidelines for faculty and students, as well as what to teach students about crafting policies for organizations. Case studies and best practices will be discussed.

*The moderator of this panel is **Mitzi Lewis** (Midwestern State). The panel was organized originally by **Carolyn Mae Kim** (Biola University), who graciously made room for our co-sponsor by leaving this panel and focusing on the global leadership panel, which she also developed. The current panel contact is **Karen Freberg**.*

The 2014 Edelman Academic Summit: E-book Available

Edelman has released an e-book that captures many of the lessons learned at the 2014 Academic Summit: Storytelling @ the Speed of Now.

The [book](#), is freely available for educators who were unable to attend this year's summit in Chicago.

According to the book's introduction, the Edelman Education Summit is a biannual, three-day event which gives college deans and professors the opportunity to learn marketing and communication best practices from nearly three dozen Edelman clients as well as senior managers working at Edelman.

Edelman has additionally announced the Chicago office is accepting applications for the 2015 Associate Enrichment Program, designed for college seniors. More information about the program can be found [here](#).

Beyond PR: Today's PR Students Need Marketing, Other Business Function Knowledge Before Entering Profession



Keith R. Pillow

As an adjunct professor of marketing and public relations (PR) at two Southern California universities, I've always found it interesting that PR, despite being a high-profile business function, is almost always categorized as a liberal arts major and housed in mass communication and journalism programs by academic institutions.

In today's sophisticated global marketplace, in which C-level executives demand more business knowledge and acumen than ever from PR agency-of-record practitioners and corporate communications department staff members, this mode of education needs a new approach to better prepare PR students for productive, meaningful careers in

the profession. Here's how.

1. PR is often considered a marketing discipline within corporations. Therefore, it should be taught like one. Most recent PR program graduates I meet have absolutely no knowledge of basic marketing concepts, such as The Four Ps, forms of sales promotion, online and offline advertising, digital marketing, and content, mobile, and experiential marketing. This is frightening, particularly since most PR/corporate communications departments sit within the marketing function, and agency account managers and executives are expected (read: required) by clients to develop and execute wide-ranging communications initiatives that are congruent with those companies' integrated marketing efforts. And unfortunately, I can't hire someone without this knowledge, and I don't have time to teach these concepts to them since I'm, well, running a business. To help remedy this disconnect, PR students should be required, as part of their degree programs, to take a minimum number of essential marketing

courses: principles of marketing, advertising, marketing research, and consumer behavior, at the very least.

2. PR programs must collaborate with business schools to design hybrid curricula. An easy solution for making marketing courses available to PR students, and vice versa, is to collaborate with business school administrators and faculty members to offer courses to those enrolled in these respective schools. As a marketing major at the University of Colorado years ago, I would have liked to have taken PR courses offered by the mass communication and journalism school. And I certainly could have, although those classes would have only counted as electives, and not actual degree requirements. In the end, I would have been better served as a PR professional by having classroom and real-world education in both areas as part of my degree.

3. PR program/business school coordination needs to go far beyond marketing courses. PR students also need hard-core knowledge

about major business functions. While marketing course availability to PR students is a good start, I'd also argue these students need essential training in business disciplines they'll be touching after graduation. At the very least, all PR students should know the basics of accounting, finance, operations/manufacturing, and business law. How can a recent PR grad pursue a career in investor relations without knowledge of accounting, financial statements, and the investment world? How can a recent PR grad mitigate copyright, trademark, libel, and slander issues for their clients or employers without knowledge of the law? How can a recent PR grad pitch stories to trade publications reporters on behalf of their manufacturing subsidiary without having knowledge of manufacturing, and how products are designed and fabricated? You get the point. Most importantly, PR agency executives and corporate communications practitioners are expected to be savvy in all aspects of business, not just content development

and distribution, social media, media and analyst relations, and executive communications.

Without question, traditional PR capabilities and knowledge, including strong oral and written communication skills, media relations strategies, crisis communications approaches, cutting-edge social media marketing programs, and content development and distribution techniques, will always be important cornerstones of PR curricula.

However, today's PR students need more...much, much more...than just this knowledge base to be successful practitioners who can consistently provide strategic counsel to business owners and C-level executives on how best to leverage communications to reach target audiences. The key to better preparation of students is a new hybrid curriculum that combines tried-and-true PR courses with core business classes. Let's make it happen.

Keith R. Pillow, APR, MBA, serves as Principal at Caddy Marketing & Communications in Caramillo, CA.

Graduate Student Up Close

Name:
Holly Ott

Affiliate Institution:
The Pennsylvania State University

**Degree sought/
Anticipated
Graduation:**
Ph.D. in Mass
Communication/2016

Dissertation Title:
TBD

Hometown:
Lebanon, PA

Major Adviser:
Dr. Denise Bortree

Research Interests:
Corporate Social
Responsibility, sus-
tainability communi-
cation, and nonprofit
communication

Teaching Interests:
Public Relations/
Strategic
Communication

Courses taught:
Introduction to Mass
Comm, Media
Writing, Practicum,
Women & the Media,
Public Relations
Research &
Campaigns,
Strategic Corporate
Social Responsibil-
ity, and Applied Mass
Comm Research
(graduate)

[Note: All courses
taught at Shippens-
burg University where
I have worked as a
full-time instructor
since 2012.]

**Most recent
conference paper:**

Sipes, C.A., Biswas,
M.K., & Ott, H.K.
(2014, October). Web
usability and trends
in nonprofit health
organizations: Impli-
cations for engaging
publics and ensuring
accessibility for all.
Paper presented at
the Public Relations
Society of America
International Con-
ference, Educators
Academy, Washing-
ton, D.C.

**Most recent AEJMC
conference paper:**

Ott, H.K., Kumble,
S., Vafeiadis, M., &
Waddell, T.F. (2014,
August). The more
informative, the
better: The effect of
message interactivity
on product attitudes
and purchase inten-
tions. Paper
presented at the
Association for
Education in Journal-
ism and Mass Com-
munication Annual
Conference, Public
Relations Division,
Montreal.
[*Top Student
Research Paper in
Public Relations
Division.]

**Most recent
publication:**

Waters, R.D., &
Ott, H.K. (2014).
Corporate social

responsibility and the
nonprofit sector:
Assessing the
thoughts and prac-
tices across three
nonprofit subsec-
tors. *Public Relations
Journal*, 8(3).

**Favorite part of being
a PRD member:**

I thoroughly enjoy
the rich networking
opportunities and
the scholarly discus-
sions. Also, through
my role with the grad-
uate student liaison
committee, I've had
the privilege of work-
ing more closely with
everyone. It is clear
that the PRD is com-
mitted to advancing
teaching, research,
and building a stron-
ger bridge between
academia and prac-
tice.

**Best AEJMC Confer-
ence memory:**

Taking an extra long
walk to the Edel-
man luncheon at the
AEJMC 2014 meet-
ing with Dr. Denise
Bortree and Dr. Dean
Mundy. After a few
miles of walking, we
realized we were, in
fact, walking in the
wrong direction and
ended up running
down the streets
frantically to get to
the event on time.
It was a memorable
experience!



This issue, we're featuring Holly Ott, a Ph.D. student from Penn State University.

**Describe yourself to
a future employer:**

I am passionate
about learning, and
I find teaching to be
the most fulfilling and
rewarding experi-
ence. As a full-time
visiting instructor at
Shippensburg Uni-
versity, I have taught
multiple sections
of seven different
courses (including
two new courses that
I have developed and
added to an existing
curriculum). I also am
committed to aca-
demic scholarship,
service, and growth
as a doctoral stu-
dent and an aspiring
teacher/scholar. My
colleagues have de-
scribed me as a "col-
laborative colleague,
a good department
citizen, and a knowl-
edgeable profession-
al." For me, teaching

is a privilege, and
I respect this op-
portunity. My utmost
goal is to instill within
students a lifelong
curiosity toward and
passion for learning.
I aim to achieve this
goal by setting an ex-
ample as a scholar,
a colleague, and a
responsible citizen.

**This will be our last
graduate student
profile in PR
UPDATE - look for
future profiles on
our [Facebook](#) page:**

**[www.facebook.com/
AEJMCPRD](http://www.facebook.com/AEJMCPRD)**

Faculty in Focus

Name:
Rita Colistra

PRD member since:
2008-ish

Affiliate Institution:
West Virginia
University

**Degree/Institution/
Year:**
Ph.D./University of
North Carolina at
Chapel Hill/2008

**M.S./West Virginia
University/2004**

**B.S./West Virginia
University/1998**

Research Interests:

Media management and economics from a public-interest perspective; Social-science/Media theory; social media platforms; community branding

Teaching Interests:
Any public relations, strategic communications, or research-focused classes. I'm passionate about experiential learning, and many of my courses consist of either service-learning or client-funded projects.

Courses taught: I've taught several courses in public relations, strategic communication and advertising, both in class and online: Public Relations Campaigns, Strategic

Communications Audience Insight & Analysis, Public Relations Research & Case Studies, Intro to Public Relations, Intro to Strategic Communications, Public Relations Writing & Applications, Advertising Research & Media, Women & Minorities in the Media, Advertising Strategies.

Professional Experience:

I have approximately 8 years experience in IMC, including event planning and sports marketing, and as a consultant and PR specialist. I was a strategic Communications Consultant/ PR Specialist for an off-road and tourism video production company (Hillbilly Proud Productions) and the Events & Sports Marketing Coordinator in Sky Ute Casino's Marketing Division. I also have experience serving as a PR Specialist/ Consultant for non-profit and not-for-profit clients.

Most recent conference paper:

Are Advertisers Potential (and Effective) Influencers on New Content? An Examination of TV Reporters' Perceptions of Possible Extradigital Pressures on Media

Content and Coverage Decisions. -Radio-Television Journalism Division, AEJMC.

Most recent publication:

Colistra, Rita F. (June 2014). "Are Advertisers Potential (and Effective) Influencers on News Content? An Examination of TV Reporters' Perceptions of Extradigital Pressures on Media Content & Coverage Decisions." *Electronic News* vol. 8, no. 2: 83-100.

Favorite part of being a PRD member:

The social media chats and all of the available links and resources that apply to both research projects and to classroom discussions.

Best AEJMC conference memory:

I have so many, but my absolute favorite is during my doctoral studies. I had just given birth to my first son three weeks prior, and I was set to travel to Washington, D.C., to present research and to accept a research award. Picture it—August 2007 in Chapel Hill: Donald Shaw and I set out on a road trip to the conference. Off we went—a 70-something world-renowned scholar, a 31 year-old doctoral student/new

mom, and a 3 week-old infant. We had to stop every two hours so my son could nurse, and Dr. Shaw smoked his pipe outside while he waited. We made it, and I successfully presented my research. The best part? I took my son up to the front to accept my research award, and the MME Division announcer said, "these graduate students keep getting younger and younger (referring to my baby)." It was awesome. My son attended his first academic conference at 3 weeks old with his mother and a famous scholar (and great mentor). That's one way to break into the conference circuit!

Favorite part of being a faculty member:

My favorite part is helping students find their passions by applying skills learned in the classroom to

client-based work or by exploring ideas that interest and matter to them through research. I also love being there for that "aha!" moment when everything comes together for the student.

Hobbies/ interests outside of work:

Anything outdoors: camping, hiking, backpacking, kayaking; going to music festivals; hanging with my boys and watching them play sports; playing music with my husband; talking about grammar, teaching, music and literature with my husband (he's an English teacher); traveling/ experiencing new places and cultures.

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

Hmmm...I've been a vegetarian for approximately 15 years.



Rita serves as an associate professor at WVU.

To Blog or Not To Blog

Blogging can increase your research audience, but requires strategic thinking

Karen Russell
JPRR Editor

Is it a good idea to blog about your academic research? Recently, Taylor and Francis, publisher of the division's Journal of Public Relations Research, has been encouraging journal editors and article authors to consider promoting research online.

In "[Blogging: Make It Work](#)," the publisher states: "Researchers have used blogs to talk about their interests, the direction of their research, to share ideas, build their profile, and highlight news or developments that are particularly pertinent to the area they work in."

According to T&F, the most popular types of academic blogs are academic culture critiques, research dissemination, and descriptions of academic practices, and they're typically written for other

academics.

I've been blogging (only sporadically lately) since 2006 on [Teaching PR](#) including a number of posts about JPRR, but I haven't written all that much about my own research. I thought the T&F article cited above made some good points on the pros and cons of academic blogging.

In my experience the hardest part is staying committed

to regular posting, which requires you to scan continuously for potential post topics, time that could be devoted to other things (such as doing more academic research). Most of the PR academics who started blogging when I did have either quit or cut back dramatically, I think just because it's hard to maintain the enthusiasm for a constant flow of content.

It can, of course, be done. Two of my colleagues at the University of Georgia are models of academic blogging excellence. JPRR editorial board member Carolina Acosta-Alzuru [blogs](#) about her research (in English and Spanish, mind you) – and check out all the links to media interviews she's done.

Similarly, Barry Hollander's [What](#)

From Taylor & Francis - Some factors to think about when it comes to blogging

Some pros to consider

- ✓ Can serve as an outlet for creativity: you don't have to write in academic style.
- ✓ Explore ideas before teaching them
- ✓ Can attract people to read a scholarly article
 - ✓ May attract attention from people working in other fields
- ✓ Hone your writing skills (including accessibility)

And some cons

- ↓ Time – especially if you decide to promote your blog posts through other social media
- ↓ Thinking about who you want to reach, and why
 - ↓ People scan online content; posts must be very brief
 - ↓ Constantly thinking of new content



This will be Karen's last post as Editor of JPRR - and the entire division would like to thank her for all of her hard work and excellent leadership during her tenure.

People Know

analyzes public opinion with an eye toward understanding what people learn from media, sometimes from his own research, sometimes from polls discussed in the media. I've seen people ask him to analyze polls they've seen because of the expertise he's demonstrated in this area.

As the Taylor and Francis article points out, there are a number of free blogging sites (I'd recommend WordPress, and Carolina and Barry are each on Blogger). If you've got something to say about your research, don't be afraid to give blogging a try.

PRD Invites You to Push Pedagogical Boundaries through our Teaching Paper Competition

Top papers receive cash awards, expedited review

***Hongmei Shen
Teaching Co-Chair***

Public relations education continues to grow, both at the undergraduate and graduate levels. More and different challenges arise as new tools and technologies develop. How

can principles and practices of public relations pedagogy evolve as bridges between aspiring students and the larger profession? What new education methods have you tried and analyzed in your classes? What have

you learned through your class instruction that might help other PR professors?

Consider submitting your teaching-related research to the Public Relations Division's annual teaching paper competition. Teaching papers should test, refine or expand principles or practices associated

with public relations pedagogy.

Thanks to a generous gift from Dennis Wilcox, Professor Emeritus, San Jose State University, top papers in teaching categories will be awarded: \$500 for the top paper, \$300 for the second-place paper, and \$100 for the third-place paper.

Top teaching papers will also receive expedited review in our new journal, the *Journal of Public Relations Education*, provided that they are submitted by September 1, 2015. We look forward to your submissions and hope to see y'all in San Francisco!



2015
San Francisco Marquis
August 5-9
Paper Deadline April 1, 2015

San Francisco