

A Note from Susan

Spring break just is not what it used to be! If you are like me, the break in March is now used to finalize and tweak research paper submissions while we have a week without teaching or committee meeting responsibilities.

This issue of the PRUPDATE contains useful information for new members and members already planning for the conference.

In this issue you will find useful information about the research paper parameters in order to make sure that your submission meets all the guidelines. And perhaps even more important to the



PRD Head
Susan Grantham

process is the need for reviewers. The research chairs have developed a thoughtful methodology to assign reviewers that is outlined on page 3. Even if you are submitting a paper in one category, or even two categories, remember that you are eligible to review papers in the third category. Please click on the link - <https://www.surveymonkey.com/s/AEJMC-PRD-2013-Reviewers> - to sign up.

Please share Karen Russell's article about using reviewers' comments to strengthen your research submission. Her insight may be particularly useful to graduate students and faculty new to the publishing process.

I also hope you will note

the tremendous support the PRD receives from the Page Center, the Plank Center and Dennis Wilcox in acknowledging the work we perform within the Public Relations Division and in support of the profession.

I also want to let you know that the PRD is working on developing a plan to identify strategic areas to focus on as a division as we move forward. As a strictly volunteer-run organization, it is useful to take stock of where we are and where we want to go. This study will be completed by this summer.

Looking forward to seeing you in Washington, D.C.!

Susan Grantham

Table of Contents

A Note from Susan	1	Pre-Conference	5
How to Connect	1	PRD Paper Call	6-7
A Peek at PRD History	2-3	Paper Award Info	7
Reviewer Request	3	Grad Student Profiles	8-9
PRD 101: What is the Purpose of PRD?	3	Volunteer Profiles: Research Co-Chairs	10-11
Listserv Info	3	Future Conferences	11
Industry Connection	4-5	Publishing Corner	12

Connect with us!

<http://aejmc.net/PR>

http://twitter.com/aejmc_prd

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

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

http://storify.com/AEJMC_PRD

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

A Peek at PRD History *By Judy VanSlyke Turk, PhD, APR, Fellow PRSA*

When the PR Division was created in 1965, with James R. Young of West Virginia University as its head, I was about to begin my freshman year at Northwestern University in Evanston, Il., intent in my focus on journalism as my career. At Northwestern, it was almost sacrilegious to utter the words “public relations,” much less to seek any academic preparation in the field. I needed a few years as a journalist, with The Associated Press bureau in Chicago, to learn that there even WAS a public relations profession, and to determine that I might be well-suited to the practice of public relations.

I did not know James Young, but I knew many of the heads of the PR Division who followed him. And to me, the PR Division has been characterized and defined by its heads.

When it became my turn to be head, I had spectacular acts to follow:

- Doug Newsom, 1974-75 head at the time I migrated north from Louisiana State University to the University of Oklahoma. Doug, whose husband-to-be Bob Carrell, recruited me to be a third author on her already-successful introductory public relations textbook, *This is PR: The Realities of Public Relations*. That special connection continues today, and we’re now in the 11th edition!
- Dennis Wilcox, 1980-81 head, who introduced me to the importance (and lure) of international public relations education and partnerships.

- Don Wright, 1981-82, who became a champion of junior PR educators and has remained one of mine to this day. He is and always has been a role model whose accomplishments I can only hope to emulate.

- Linda Scanlon, 1984-85, with whom I have since shared several overseas US AID or USIA adventures. We’ll never be able to stop laughing about the bathroom facilities in the faculty dorms at St. Petersburg University where we shared a suite with a faculty member, his wife and child (and shared an entirely inadequate bathroom.)

- Lauri Grunig, 1989-90, who has become a forever friend and shopping therapy companion, and an important sounding board for both intellectual and mundane pursuits. (And she has graciously shared Jim and his expertise with me.)

- Dean Kruckeberg, 1992-93, who joined Doug Newsom and me as a co-author of *This is PR* after original co-author Allen Center “retired” from the publishing business. Dean remains a confidant and adviser to this day.

- Maria Russell, 1993-94, who I recruited as an adjunct at Syracuse University when I was an assistant professor there and who later succumbed to my entreaties that she consider and accept an offer to teach full-time at Syracuse. The rest is history: she has done that and has become a leader in public relations education, especially in delivering executive education around the world.



Judy VanSlyke Turk

- Don Stacks, 1996-97, who even then was a research force to be reckoned with and is even more so today, having created the International Public Relations Research Conference held annually at the University of Miami that attracts international public relations scholars and practitioners.

- Bill Adams, 1997-98, who I met while he was an executive with Philips Petroleum in Oklahoma while I was a faculty member at the University of Oklahoma. He died, tragically, much too early which robbed us of the wit and wisdom of his contributions to public relations education.

- Ken Plowman, 2002-03, whose easy-going and broad-vision view of public relations served us well and who has remained actively involved in cutting-edge research into public relations preparation and best practices. ▶

- Susan Gonders, 2008-09, who moved on to become one of the leaders in PRSA's effort to provide certification to academic PR programs through the CEPR program, and is still the energizer bunny of CEPR.

The history of the Public Relations Division has been written by its leadership. I'm very honored to have been part of this leadership. Wow! It's been more than 30 years, and I'm humbled by all the division has accomplished in that time. ■

Reviewers Needed

No research paper competition can take place without our dedicated reviewers. As in years past, the research chairs will assign each paper submission to three reviewers, and we strongly prefer for those reviewers to come from different academic ranks, i.e., assistant, associate, and full professors.

We also wish to make sure that paper reviewers evaluate only those papers whose content and methods they are comfortable reviewing. To that end, we ask that all those wishing to serve as reviewers complete a short questionnaire on their background and preferences. Click here to take the survey: <https://www.surveymonkey.com/s/AEJMC-PRD-2013-Reviewers>

If you have any questions about serving as a reviewer, please email Bey-Ling Sha at bsha@mail.sdsu.edu or Suman Lee at smlee@iastate.edu. ■

PRD 101: What is the purpose of PRD?

For new members, as well as long-time members, it is good to remind ourselves why our organization was founded and what our focus is supposed to be. The following section is the purpose of the AEJMC Public Relations Division as stated in our constitution.

ARTICLE 2: PURPOSES

Section 2:
The objectives of PRD shall be to explore and exchange ideas on:

- (a) Public relations functions, practices, theories and historical development.
- (b) Ethical concepts and social responsibility.
- (c) Critical analysis of functions and performance of groups and individuals engaged in public relations practice.
- (d) Career opportunities for and responsibilities of students pursuing public relations careers.

Section 3:
Special stress on objectives shall be placed on:

- (a) Effective teaching methods, balanced curriculum, development of research, and public service.
- (b) Functions of standing committees of AEJMC:
 - (1) Professional Freedom & Responsibility (PF&R)
 - (2) Research
 - (3) Teaching Standards

Section 4:
PRD shall cooperate with other divisions and interest groups of AEJMC in drawing upon the

accumulated knowledge to further PRD objectives.

Section 5:
PRD shall seek effective liaison with the Public Relations Society of America (PRSA) and other public relations groups to further PRD objectives.

Section 6:
The above objectives should not be seen as placing restrictions on PRD officers in planning and carrying out activities in furtherance of the development of public relations practice and the advancement of public relations education.

Editor's Note: The entire constitution can be found at: <http://www.aejmc.net/PR/CONSTITUTION.pdf> ■

Listserv

Members can receive important messages generated by division leaders automatically and instantly by subscribing to the PRD Listserv.

To subscribe, send an email message to arfreita@uncc.edu.

- * Leave the subject block blank.
 - * In the message block, type "subscribe aejmcpd"
- Note: No spaces within "aejmcpd" and without the quotation marks.*

You should soon receive an e-mail confirmation message indicating you're a subscriber. ■

Industry Connection

with Erik Deutsch



About Erik

Erik Deutsch spent more than a decade working with global PR agencies and boutique firms before launching ExcelPR Group in 2004. While his experience is broad, he has deep expertise in technology-related fields such as healthcare, digital media and consumer electronics.

An early adopter of online PR tactics, Erik also helped launch Interactive PR News in 1995 as the first national newsletter on new media for public relations professionals. The newsletter was acquired by Phillips Business Information the following year, and Erik continued to serve as managing editor until returning to full time agency life in 1997. That was also the year he began teaching public relations at UCLA Extension, where he currently instructs a course titled "Best Practices in Social Media for the Communications Professional."

An active industry advocate, Erik has served on the PRSA-LA board of directors since 2008, and is president-elect for the 2014 term. He earned a master's degree from USC's Annenberg School for Communication and an undergraduate degree in economics from UCLA.

A Practitioner's Perspective In The Classroom: How Instructors Can Integrate Social Media into their PR Lesson Plan

There's an old maxim that asserts, "the best way to learn is to teach."

Physicist Frank Oppenheimer went a step further when he added, "the best way to teach is to keep learning, and what counts in the end is having had a shared, reflected experience."

These interrelated ideas describe my experience teaching PR part-time and working full-time as a PR practitioner. I've found there's no better way to master a subject than to teach it while putting it into practice. I believe this approach can also help guide those who teach public relations full-time -- especially when it comes to integrating social media into the classroom.

While it didn't even exist when I was a student, online social media has become an indispensable and unavoidable part of life as a PR professional. It's a brave new world with fresh tools and tactics, as well as a new vocabulary... and there's no doubt it should be part of today's PR classroom. Those who teach public relations shouldn't just talk about social media, they need to practice it and make it part of the curriculum.

But how should full-time educators who may not deal with social media professionally add it to their lesson plan? Here are five simple, easy-to-

implement ways to get started:

1) Develop opportunities for students to crowdsource content: Content marketing has become a core service at many large PR agencies, and today's PR graduates need to understand how to create and syndicate engaging content. As part of my lesson plan, I require students to write for a crowdsourced course blog. This gives them an opportunity to learn blogging basics while expanding their personal social media footprint.

2) Use social media tools to manage routine course functions: Rather than rely on your university's proprietary 'Blackboard' system for elearning, try using popular social media tools to accomplish routine course functions. For example, use bookmarking sites to post and share your online reading list, chat services to interact with students in real time, and video streaming tools to bring in off-site guest speakers. Such tools are free, easy to use and will help students develop real-world social media skills.

3) Expand your reading list with relevant social media content: There's simply no way a conventional textbook (or even an ebook) can keep up with all the latest PR tools and tactics. Try augmenting your reading list with timely blog posts, video interviews, podcasts, etc. from PR thought leaders. This will also introduce students to industry influencers. ►

4) Encourage students to think beyond Facebook:

It's no surprise that many students view social media as an entirely extracurricular activity. This may explain their heavy dependence on Facebook and lack of proficiency using other platforms. Encourage them to expand their online personal brand by commenting on PR industry blogs and engaging on other major social media platforms. They'll thank you when it's time to look for a job.

5) Build community around your course and help students stay connected:

As Oppenheimer said in the quote above, learning is enhanced when it's a shared experience. Social media is a uniquely powerful tool to help students interact, collaborate and stay connected. Try building a student Twitter list, using a course-specific hashtag, creating a Pinterest board to share course-related content, and setting up class Facebook and LinkedIn groups. ■

PRD Pre-Conference 2013

2012 Commission on Public Relations Education Report: Standards for Public Relations Education for the Professional Master's Programs in the United States

Panel Summary:

The current 2012 Commission on Public Relations Education report exclusively focuses on standards for public relations education for the professional master's programs in the United States. The report is based on three studies carried out by the Commission on Public Relations Education in 2011. After

presenting main findings and recommendations of the Commission, the panel will engage with the audience in discussion about the research, the recommendations for master's level standards in public relations education, and the future of graduate public relations education.

Proposed Presenters:

Dean Kruckeberg
Frank Ovaatt
Maria Russell
Elizabeth Toth
Katerina Tsetsura
Judy VanSlyke Turk

Proposed Moderator:

Alexander V. Laskin

A special thank you to the
Page Center,
which will sponsor the
PRD 2013 social in Washington, D.C.!

AEJMC 2013 Call for Papers

Submitters should carefully review the specific details and directions for the Public Relations Division 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.

Submission Limitations: No more than two papers may be submitted by any one author or co-author across the three PRD categories. 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 publication.

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 subsequent to 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.

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 30 (thirty) pages, period. The 30 pages of the submitted paper shall INCLUDE the title page, abstract, appendices (including figures and tables), and references/citations; no exceptions. Papers must be typed in a 12-point font, using Times New Roman, Times, or Arial font. Papers must be formatted with double line spacing with 1-inch margins on all sides of the document. 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. 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.

Questions? Please contact research co-chairs, Bey-Ling Sha, San Diego State University, bsha@mail.sdsu.edu or Suman Lee, Iowa State University, smlee@iastate.edu. ■

Sample Papers Available: Good *and* Bad

Thanks to Richard Waters, we have samples of good and bad paper submissions on the PRD website: <http://www.aejmc.net/PR/conventions.html>

If you have already submitted a paper for any of the three competitions this year, please review your submissions to make sure they adhere to these guidelines. If they do not, you can delete your submission and upload a new revised version of the paper. ■

PRD Paper Awards Available

Graduate Student Papers

The Plank Center for Leadership in Public Relations gives awards to the graduate student papers ranked:

\$300 - first
\$200 - second
\$100 - third

Faculty Papers

Dennis Wilcox Research Awards

\$500 - first
\$300 - second
\$200 - third

Dennis Wilcox Teaching Awards

\$500 - first
\$300 - second
\$200 - third



Graduate Student Up Close

Christopher Wilson

Affiliate Institution: University of Florida

Degree sought/Anticipated Graduation: Ph.D. in Mass Communication, August 2014

Dissertation Topic: Exploring the public relations-dominant coalition relationship: The impact of the antecedents of dominant coalition worldviews and public relations potential on decision-making inclusion and role enactment

Hometown: I grew up in Valencia, Calif. I still think of it as my hometown, although I have lived longer in the Provo, Utah area than in Southern California.

Major Adviser: Dr. Kathleen Kelly

Research Interests: Public relations management; dominant coalition impact on public relations; organizational interdependence and autonomy; paradox in public relations; encroachment; public relations education; ethics and social responsibility

Teaching Interests: Public relations theory, public relations strategy, public relations writing, public relations research

Courses taught: PUR3801 – Public Relations Strategy; PUR4100 – Public Relations Writing

Most recent conference paper: Wilson, C. (2013, March). A need for power, achievement, or affiliation? Exploring the influence of personality, attraction, and perceived career fit in public relations education. Abstract accepted for presentation at the 16th

Annual Institute for Public Relations Research Conference, Miami, FL. This paper was the winner of the University of Miami School of Communication Top Student Paper Award.

Most recent publication: Wilson, C., Robinson, T.R., & Callister, M. (2012). Surviving survivor: A content analysis of antisocial behavior and its context in a popular reality television show. *Journal of Mass Communication and Society*, 15(2), 261-283.



Christopher Wilson

Favorite part of PRD: I like to meet the people behind the citations. Reading research articles takes on a whole new meaning for me when I have met the scholar who wrote it.

Best AEJMC Conference memory: As a master's student, I presented a paper in a PRD session at the 2008 AEJMC conference in Chicago. This was my first academic conference, and it had not even crossed my mind that some of the authors I cited in my paper might be listening to my presentation. As I tried to explain my paper to the

audience, I couldn't remember the details about one of the theories I used in my paper. In an effort to move on to the results of my study, I summarized most of my literature review by explaining that "I used Kelly's fundraising stuff." After the session, Dr. Kathleen Kelly kindly introduced herself to me as the "person who came up with all of that fundraising stuff." She was very nice, and we had a good laugh about it.

Describe yourself to a future

employer: I worked for 12 years as a public relations professional in Utah, developing strategic communication campaigns for the state's second-largest city, West Valley City, and one of its most successful art museums, the Brigham Young University (BYU) Museum of Art. My favorite projects included working on the 2000 Census, the 2002 Winter Olympics, and a variety of contemporary art exhibitions. My interest in public relations scholarship is an extension of my professional experience. I spent many years concerned about "what" strategies to implement and "how" to implement them, but I always wanted to understand the "why." I am excited to be in a position now to find answers to some of these "why" questions through empirical research.

Hobbies/ Interests outside of being a graduate student: I love hiking and backpacking. I have hiked most of the John Muir Trail in the Sierra Nevada, bagged peaks in the Wasatch and Colorado Rockies, and bushwhacked off-trail in the Grand Canyon and in Zion National Park. I also love spending time with my wife and three children. ■

Graduate Student Up Close

Dane M. Kiambi

Affiliate Institution:
College of Media and
Communication, Texas Tech
University

**Degree sought/Anticipated
Graduation:** Ph.D. in Mass
Communications, May 2013

Dissertation Topic:
Country Reputation: Measurement
and Audience Effects

Hometown: Meru, Kenya

Major Adviser: Dr. Trent Seltzer

Research Interests:
Reputation management,
organization-public relationships,
crisis communication, and health
communication

Teaching Interests: strategic
communication, communication
methods, international public
relations, public diplomacy,
political public relations

Courses taught:
PR strategies, research methods in
communication

Most recent conference paper:
Corporate crisis communication:
Examining the interplay of prior
reputation and crisis response
strategies (IPRRC, Miami, FL 2013)

Most recent publication:
Kiambi, D. M. (2012). Public
relations in Kenya: An exploration
of public relations models and
cultural influences. *Public Relations
Review*, 38(3), 505-507.

**Best AEJMC Conference
memory:** The 2012 AEJMC job
hub in Chicago! Meeting the
representatives of various university
programs, and sharing with them
reasons why I thought I was the
best candidate for the job was
gratifying.



Dane Kiambi

Future employer:
I accepted a position as assistant
professor of Public Relations at the
College of Journalism and Mass
Communications, University of
Nebraska-Lincoln starting fall 2013.

**Hobbies/ Interests outside of
being a graduate student:**
Running (although not a genuine
Kenyan marathoner!), biking,
mountain climbing, camping, and
cooking!

Anything else you'd like to share?
A word of advice to graduate
students interested in a job
in academia: Attend as many
conferences as possible and get
to know fellow scholars and
their work. Approach them and
introduce yourself, most of them
are excited to meet young and
emerging scholars. Send any work
you have from your end semester
papers to conferences and journals
for consideration. The feedback
you get will help make you a better
scholar! ■

Volunteer in Focus: Bey-Ling Sha, Research Co-Chair

PRD member since: I can't remember . . . and wouldn't disclose if I could remember.

Affiliate Institution: San Diego State University

Degree/Institution/Year: Ph.D., University of Maryland, 1999

Research Interests: identity, activism, professionalism, and gender

Teaching Interests: public relations

Courses taught: public relations principles, public relations writing, advanced public relations writing, public relations research, public relations cases, public relations campaigns, Bateman competition, crisis management in public relations, advanced public relations theory.

Teaching Awards: 2012 Outstanding Educator, Public Relations Society of America; 2007 Outstanding Faculty Award, San Diego State University; 2004 Outstanding Faculty Award, University of Maryland

Professional Experience: public affairs specialist with U.S. Census Bureau; public relations consultant with numerous nonprofit and for-profit organizations

Professional Awards: 2010 Outstanding Advocacy Award, National PTA; 2007 Professional of the Year, PRSA San Diego chapter; 2005 President's Award, International Listening Association;

2001 Silver Anvil Award of Excellence, PRSA

Most recent conference paper: Forde, J. E., & Sha, B.-L. (2012, October). Nonprofit organizations



Bey-Ling Sha (photo by Rosanna Fiske)

and public relations practitioners: Room for growth and professional development. Paper presented to the international conference of the Public Relations Society of America, San Francisco, CA.

Most recent publication: Hazleton, V., & Sha, B.-L. (2012). Generalizing from PRSA to public relations: How to accommodate sampling bias in public relations scholarship. *Public Relations Review*, 38(3), 438-445.

Favorite part of being a PRD member: Mentoring younger members and cutting through the bullshit they sometimes get from their official advisors.

Best AEJMC conference memory:

Declaring "the Death of the Models" on a big poster and taking a picture in front of that with Jim and Lauri Grunig. I'm lucky Jim has a good sense of humor.

Favorite part of being a faculty member: Having academic freedom, which means the right to research what I think is important, to give my opinions in class and in meetings, and to organize my non-teaching schedule as I wish (even I though I end up choosing to be in the office 10 hours each day).

Hobbies/ interests outside of work: Hobbies? I don't know what that means. Outside of work, I hang out with my children and husband; volunteer with PTA, PRSA, and other nonprofits; and collect interesting-sounding books on my nightstand that I would eventually like to get around to reading.

What is one thing your students don't know about you? I have my own Facebook account. And no, they can't friend me.

Anything else you'd like to share? I'm the 2013 vice chair of the Universal Accreditation Board, which oversees the world's largest certification program for public relations practitioners. I encourage all educators to pursue their Accreditation in Public Relations (APR). We can't just tell students that life-long learning is important; we need to make our own actions reflect those words. And we can't bemoan the educator-practitioner divide, unless we do something (like earn the APR) that reaches across the chasm. ■

Volunteer in Focus: Suman Lee, Research Co-Chair

PRD member since: 2000

Affiliate Institution:
Iowa State University

Degree/Institution/Year:
Ph.D./Syracuse University/2004

Research Interests:
International public relations, national reputation and public diplomacy

Teaching Interests:
public relations, international public relations, public relations theory

Courses taught:
public relations research, public relations theory, persuasion and communication strategy

Professional Experience:
public relations professional at Samsung for six years

Most recent conference paper:
Lee, S., & Kim, B. (2012, October). A time-series analysis of international public relations expenditure and economic return: A study of Japan, Liberia, Belgium, and Philippines. Paper accepted to the Educator's Academy, the annual conference of the Public Relations Society of America (PRSA), San Francisco, CA.

Most recent publication: Lee, S., Rodriguez, L., & Sar, S. (2012). The influence of logo design on country image and willingness to visit: A study of country logos for tourism. *Public Relations Review*, 38, 584-591.



Suman Lee

Favorite part of being a PRD member: Working with good colleagues

Best AEJMC conference memory: First met Steven Chaffee a year before he passed away.

Favorite part of being a faculty member: Working with talented students

Hobbies/ interests outside of work: Golf

What is one thing your students don't know about you?: Too many to tell ■

Upcoming AEJMC Conferences

2013

Washington, DC

The Renaissance Hotel, August 8-11

2014

Montreal, Canada
Le Centre Sheraton,
August 6-9

2015

San Francisco, CA
Marriott San Francisco Marquis, August 5-9

Publishing Corner

By Karen Russell

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/2010/05/on-not-revising-a-research-paper-after-a-rejection.html

On not revising a research paper after a rejection

Some years ago I reviewed a paper for a prestigious mass communication journal. A quick read told me that the paper wasn't going to be accepted by this particular journal; it had promise, but it needed a lot of work, more than that journal would be willing to do. Nonetheless, I went through the paper a second time and offered up a list of suggested revisions, right down to additional reading -- with citations. I was still newish to the field and wanted to impress the editor with a thorough review, even though it was pretty obvious that the paper was not up to the journal's standards.

As expected, the editor rejected the paper. A few weeks later, a somewhat less prestigious journal sent me the same manuscript. By "the same manuscript," I mean the exact same manuscript. The author had taken not one of my suggestions (or the other reviewers' suggestions) for revision.

I know this happens a lot. It's happened at JPRR more than once since I've been editor: reviewers

have told me so when they've declined an invitation to review. There are two reasons that submitting a rejected manuscript to another journal without revising it is just plain foolish:

1. Although it may not go back to one of the original reviewers, if they're specialists in your particular subfield there is a chance that one of them could see it again. Based on my personal experience, I can assure you that receiving the exact same manuscript is downright insulting. If you're lucky, the person will recuse him/herself from reviewing the paper; if you're not, they may just decide to let you have it in their comments. They might even agree to do the review and then submit the exact same set of comments, as I was tempted to do those years ago, just to show you how it feels. (I didn't, but I really wanted to.)

2. The reviewers spent time telling you how to improve your manuscript, and you've not only wasted their time by ignoring them but also are asking a second set of reviewers to waste their time by reading a paper that you've already been told is not as good as it could be.

(Bonus reason: If you're submitting to a different journal with a different audience, you probably need to make some changes to the manuscript anyway. A broad mass comm journal's audience, for example, may need more explanation of, say, public relations theory or historical context than



Karen Russell

a PR journal or a media history journal.)

I'm not suggesting that you should make every change that every reviewer recommends. We all know that there are bad reviews and bad reviewers, and you may disagree with some of what they said. However, it's unlikely that not one of the reviewers' suggestions were appropriate, relevant, or useful. Even if you disagree with something a reviewer says, you can make sure that your perspective or approach is more clearly articulated in a revised manuscript.

I'm sure there are plenty of examples where submitting a rejected paper to another journal worked for someone, when the reviewers were more sympathetic or the journal better suited to the topic, method, or approach. But, really, don't be lazy. Take the opportunity to improve your scholarship.

- See more at: http://www.teachingpr.org/teaching_pr/2010/05/on-not-revising-a-research-paper-after-a-rejection.html#sthash.vG1509Zb.dpuf ■