Citizenship Project
School of Communications

Reaching out and nurturing relationships with new people is difficult for me. I am an introvert by nature, and sometimes it is hard for me to step outside my comfort zone. This is made more difficult by the demands of teaching and research. Because of these personality and job-related factors, I need to be more proactive about getting to know the faculty in my sequence and school. I also need to be more proactive about networking with academic and professional colleagues.

To help me be more proactive I have chosen to focus on the following goals for my citizenship project over the next year:

• I will do a better job at networking at professional and academic conferences. I will seek out opportunities to meet people who are interested in similar research areas.
• I will seek out opportunities to gradually become more involved in the Public Relations Division of AEJMC.
  o This year I reviewed five papers. Next year I will try to be more involved in committees in addition to reviewing.
• Be a driving force behind the organization and implementation of PR sequence “brown bag” to share ideas about teaching and curriculum.
• I will invite colleagues to review my manuscripts and give suggestions for improvement. In turn I will offer to review their manuscripts as well.
• I will make a concerted effort to have lunch periodically with faculty members outside of the PR sequence.
• I will make a point to attend all university devotionals and invite other faculty to come with me.
• I will make a habit of regularly participating in physical fitness activities with my colleagues.
Welcome to Brimhall260

Unlike other classes where you have had to put together entire strategic plans, COMMS 421 focuses on creating the tactics used to implement a strategic plan.

We will focus on crafting messages that appeal to self-interests and then embedding those messages in creative, behavior-motivating tactics.

In a sense, this class will function like a public relations agency. In fact, the more you treat this class like a real-world job, the more successful you will be.

During the semester, you will be assigned various clients. For each client, you will receive a brief with research, goals, objectives and a big idea. It will then be up to you to craft compelling messages and attention-grabbing tactics.

Why you need to take a PR writing class

Prerequisites: COMMS 321, COMMS 336, Proficiency in Adobe InDesign and Photoshop

This course will prepare you for internships and entry-level PR work by challenging you to write, edit and produce professional public relations materials for earned, owned and paid media.

Writing is one of the foundational skills you must develop as a public relations practitioner. But don’t take my word for it.

Research conducted by PRSA found that the number one skill needed for “tomorrow’s PR professional” was writing, followed by problem solving and strategic planning.

None other than Harold Burson, co-founder of the Burson-Marsteller public relations agency, once said, “One of the scarcest commodities in public relations today is the scarcity of competent writers. My observation is that the newly hired staffer who demonstrates a strong writing ability soon becomes one of the office’s most billable employees. There is always a need for good writing, and word spreads fast.”

In addition, Ron Culp, professional director of the graduate PR and advertising program at DePaul University, regularly tells students that the top PR agencies expect to see excellent writing from potential interns. He also says the top agencies give writing tests to internship applicants.

Because writing is so important, I hope you use this class to hone your writing skills. The more you put in to the class, the more you will get out of it.
COMMS 421 has three required textbooks

Chapters from the required texts are assigned in the “Course Schedule” of this syllabus. All assigned readings must be completed in advance of the class dates for which they are listed.

Public relations writing and media techniques

White space is not your enemy

The second edition is a practical graphic design and layout guide that introduces the concepts and principles necessary for producing effective visual communication across a variety of formats from web to print.

Lisa Buyer

Social PR secrets

This book underlines public relations’ new role as brand journalists, content marketers, visual news editors, and social community builders. It shares a framework designed to powerhouse corporate public relations writing.

What you can expect

The best way to learn how to write and design is to practice writing and designing. We will use a flipped classroom to reduce lecture time and give you more time to discuss concepts as well as brainstorm, write, and edit your tactics. Much of the learning in the course will occur as you complete reading assignments and create and refine your tactics. Most of this work will occur outside of the classroom. This means that much of the responsibility for your learning belongs to you. Class will only be meaningful if you come prepared by completing the assigned reading and reading homework. During class we will discuss what you read and apply your new knowledge with a variety of writing exercises. If you don’t do the reading, you won’t be prepared and won’t learn what you need to learn. In addition, we will be dedicating a significant portion of class time to brainstorming and peer editing. Participation is a key ingredient of brainstorming. As a result, a high degree of student interaction is expected. To benefit from peer editing, you will need to complete drafts of your tactic assignments and bring them to class on the due date listed in the course schedule (see pp. 6-7). You will also be expected to develop a personal proofing checklist and a layout checklist that you will use to proof each final tactic assignment before you turn it in. The purpose of these checklists is to help you avoid your common mistakes. All of the assignments in this class are designed to accomplish the learning objectives listed on page 3. As you can see, many of the learning outcomes are focused on the writing process. You will go through this process for each tactic assignment. You will create an online portfolio of your work, which you will present to a local public relations professional. Your portfolio will include your resume, polished and reworked assignments from this class, as well as work from other public relations classes or internships. Your online portfolio should demonstrate your ability to:

- Write clean copy using proper punctuation, spelling and grammar
- Use AP Style
- Understand audiences and target key messages
- Create content that accomplishes client objectives
- Come up with creative content solutions to client needs
- Write in a variety of formats and for a variety of media
- Apply basic design principles to content creation
- Use graphic design software including Adobe Photoshop, InDesign, and Premiere

Your online portfolio should also demonstrate that you have accomplished the learning objectives for this course listed on the right. This is a project that you should be working on the entire semester. You will need to incorporate feedback on your assignments from peers and the instructor so the content you include in the portfolio will impress the public relations professional to whom you will show your work.

Part of your grade on this assignment will come from the public relations profession’s evaluation of your portfolio. Your portfolio will also be instrumental in landing internships and jobs, so do the best you can.

Example of an online portfolio created last semester

PR at the Speed of Light
by Ray Ketchum, senior partner & chairman, Ketchum

We are in the business of providing relevance – of igniting engagement. We begin by earning attention. We don’t impose ourselves on people. We connect with them by reacting with acute responsiveness to the news cycle and to the cycles of the marketplace. We have always been and we will remain in the business of generating big, novel, invisible ideas. That must remain the heart of what we do. We are storytellers. To see a story come alive – for me, after more than 30 years – that’s still what it’s all about.

Storytelling @ The Speed of Now
by Richard Edelman, CEO, Edelman

While the idea of a brand or a corporation telling its own story, in its own voice, in real-time, may seem new, it’s not. In fact, it is simply an evolution of what we have been practicing in PR for years.

What is different, of course, is the velocity and the proliferation of channels. Today, ideas and content must flow furiously at a pulse rate that the digital landscape demands. We must never lose sight of the importance that quality storytelling and a journalistic mindset have in an ecosystem where there is simply too much content and not enough time.
Assignments and grading

There are no formal exams or quizzes in this course. Instead, you will be graded on how well you develop engaging messages and translate them into creative, effective public relations tactics.

<table>
<thead>
<tr>
<th>Individual Assignments (700 pts., 70%)</th>
<th>Group Assignments (300 pts., 30%)</th>
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</thead>
<tbody>
<tr>
<td>Reading homework/in-class assignments</td>
<td>YouTube video storyboard</td>
</tr>
<tr>
<td>75 pts. (7.5%)</td>
<td>25 pts. (2.5%)</td>
</tr>
<tr>
<td>Class participation and professionalism</td>
<td>YouTube video</td>
</tr>
<tr>
<td>25 pts. (2.5%)</td>
<td>75 pts. (7.5%)</td>
</tr>
<tr>
<td>News release</td>
<td>Mock news conference</td>
</tr>
<tr>
<td>50 pts. (5%)</td>
<td>100 pts. (10%)</td>
</tr>
<tr>
<td>Feature release</td>
<td>Social media plan &amp; presentation</td>
</tr>
<tr>
<td>50 pts. (5%)</td>
<td>100 pts. (10%)</td>
</tr>
<tr>
<td>Photo, caption &amp; pitch</td>
<td>Direct mail letter and brochure</td>
</tr>
<tr>
<td>You will take and edit your own photos to accompany your releases. You will write captions for each. You will also write an email pitch for one of your releases.</td>
<td>100 pts. (10%)</td>
</tr>
<tr>
<td>100 pts. (10%)</td>
<td>Online portfolio (Final)</td>
</tr>
<tr>
<td>100 pts. (10%)</td>
<td>150 pts. (15%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<tr>
<td>1,000 pts. (100%)</td>
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The importance of drafts and the writing process

Good writing does not usually just spring into existence the right before a deadline. It is the result of a process that requires creativity, careful planning, time, multiple revisions and attention to detail. This class is designed to help you embrace and get practice using the writing process.

The learning outcomes for this course are based on the five-step writing process shown in the diagram below. While you will not become an expert by the end of the semester at any of the tactics we will cover (We only cover each tactic one time), you can become an expert at using the writing process. In fact, we will go through the writing process 12 times.

The truth is, if you can master this process, you can produce any tactic whether we covered it in this class or not.

A key part of this process is submitting drafts of tactic assignments prior to submitting the final version of each assignment. Not only will this help you to plan more effectively, it will also improve the quality of your final assignment.

You are expected to engage in class discussions and group exercises. You are also expected to follow the school’s professionalism policy.

You will be required to bring a printed version of each draft and accompanying strategy brief to class so you can get feedback from your peers. You will also submit a digital version of the same documents to Learning Suite so you can get feedback from your instructor.

You must bring your draft documents to class and submit them to Learning Suite to receive full credit on the final version of your assignment. Missing drafts will result in an automatic 10% deduction.
COMMS 421 Fall 2015 Schedule

This schedule lists the topics covered for each class period, as well as the due dates for readings, drafts and final assignments.

**Foundational Skills**

<table>
<thead>
<tr>
<th>Tuesday 9/1/2015</th>
<th>Thursday 9/3/2015</th>
<th>Tuesday 9/8/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS:</strong> Introductions</td>
<td><strong>TOPICS:</strong> Messaging</td>
<td><strong>TOPICS:</strong> What is news?</td>
</tr>
<tr>
<td><strong>READ:</strong> Wilcox 1, WSINYE 2</td>
<td><strong>READ:</strong> Wilcox 2, Matrix 8</td>
<td><strong>READ:</strong> Wilcox 3, Buyer 1-3</td>
</tr>
<tr>
<td><strong>DUE:</strong> Reading &amp; study guide 1</td>
<td><strong>DUE:</strong> Reading &amp; study guide 4</td>
<td><strong>DUE:</strong> Reading &amp; study guide 5</td>
</tr>
</tbody>
</table>

**Earned Media Tactics**

<table>
<thead>
<tr>
<th>Thursday 9/10/2015</th>
<th>Tuesday 9/15/2015</th>
<th>Thursday 9/17/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS:</strong> News release</td>
<td><strong>TOPICS:</strong> Feature releases</td>
<td><strong>TOPICS:</strong> Search engine optimization</td>
</tr>
<tr>
<td><strong>READ:</strong> Wilcox 5, Buyer 4</td>
<td><strong>READ:</strong> Reading &amp; study guide 4</td>
<td><strong>READ:</strong> Bruce Clay SEO tutorial</td>
</tr>
<tr>
<td><strong>DUE:</strong> Reading &amp; study guide 3</td>
<td><strong>DUE:</strong> News release draft</td>
<td><strong>DUE:</strong> Reading &amp; study guide 5</td>
</tr>
<tr>
<td><strong>DUE:</strong> Feature story ideas</td>
<td><strong>DUE:</strong> Feature release draft</td>
<td><strong>DUE:</strong> Feature release draft</td>
</tr>
</tbody>
</table>

**Interactive / Social Media Tactics**

<table>
<thead>
<tr>
<th>Tuesday 9/24/2015</th>
<th>Tuesday 9/29/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS:</strong> Photos</td>
<td><strong>TOPICS:</strong> Media pitching</td>
</tr>
<tr>
<td><strong>READ:</strong> Wilcox 8, Buyer 13</td>
<td><strong>READ:</strong> Media relations</td>
</tr>
<tr>
<td><strong>DUE:</strong> Reading &amp; study guide 6</td>
<td><strong>READ:</strong> Michael Smart pitching tips</td>
</tr>
<tr>
<td><strong>DUE:</strong> Final news release</td>
<td><strong>READ:</strong> Reading &amp; study guide 7</td>
</tr>
<tr>
<td><strong>DUE:</strong> Photo and caption draft</td>
<td><strong>DUE:</strong> Final photo and caption</td>
</tr>
<tr>
<td><strong>DUE:</strong> Media pitch draft</td>
<td><strong>DUE:</strong> Media pitch draft</td>
</tr>
</tbody>
</table>

**Final Exam**

Monday 12/14/2015 from 7 - 9 a.m.

**Portfolio review with PR professional**
Declarations and other odds, ends

The communications industries are deadline and quality driven. The curriculum in the School of Communications is intended to reflect these demands of the professional work world.

Your goals for this course

Now that you have read about the course, use the space below to record your personal goals for COMMS 421 this semester. What do YOU want to get out of the course? What do YOU need to do to achieve these goals?

All assignments are due on the days indicated in course schedule. All assignments must be typed and submitted through Learning Suite unless otherwise specified. Assignments submitted via email will not be accepted. Assignments that have a design component must conform to any dimensions specified in the instructions. Homework and in-class assignments must be turned in on the day they are due, no points will be given for late assignments.

For major course assignments turned in late, your grade will be reduced by 10 percent for every 24-hour period the assignment is late. If deadlines need to be changed, I will change them for the entire class.

In consultation with the University Accessibility Center, the Communications faculty has determined that in classes in the department core and in the major emphases, it is not a reasonable accommodation to waive deadlines for students requiring extended time for school work. I have given you the schedule for the entire semester so you can plan ahead. It is your responsibility to manage your schedule so you can complete all of the assignments for this class. Please come talk to me if you have any questions.

How assignments will be evaluated

Your tactic assignments will be graded using a rubric with the six (or five) criteria listed above. The first five criteria will be evaluated using the following scale: entry-level quality professional work, good student work, basic student work, and inadequate student work. The last criterion, writing mechanics, will be evaluated by deducting one point for each grammar, spelling or style error. So make sure you give enough time to the editing phase of the writing process.

Detailed information about each of these criteria is available on Learning Suite. You will need to become familiar with these criteria so you can stretch yourself on each assignment. Don’t settle for average student work.

Push yourself to consistently deliver entry-level quality professional work because you will be expected to do so for your internship and on your first job.

When you submit your final tactic assignments on Learning Suite you will also evaluate your own work using the same rubric the instructor will use. Failing to honestly complete the rubric when you turn in your assignment will result in a 5% deduction. The purpose of this task is to help you learn to look critically at your own work and to help you focus on the evaluation criteria during the revising and editing phases of the writing process.

I will not edit your work for writing mechanics. I will simply put a check mark next to the line where there was an error. I will give you the point back on individual assignments if you visit me in my office and tell me what the writing problem was and how you would fix it. This offer does not apply to group assignments. As a group, you should be able to edit each other’s mistakes.

Your final portfolio must contain at least one earned media tactic, one owned media tactic and one social media tactic that qualify on all six evaluation criteria for entry-level quality professional work. This means that if your work is not up to par, you need to keep working on it until it is. I am happy to work with you to help you improve your tactics to the point that you would be proud to include them in your portfolio and show them to a local public relations professional.

Your final portfolio must contain at least one earned media tactic, one owned media tactic and one social media tactic that qualify on all six evaluation criteria for entry-level quality professional work. This means that if your work is not up to par, you need to keep working on it until it is. I am happy to work with you to help you improve your tactics to the point that you would be proud to include them in your portfolio and show them to a local public relations professional.

While these improvements to previous assignments will not change the grade you received, points will be deducted from your final portfolio if you do not have entry-level quality professional work from this class in your portfolio.
Course Policies

These policies have been designed to assist you in developing the skills and discipline necessary for success in public relations, as well as to ensure fair treatment of all students. These policies, and the BYU Honor Code, will be strictly enforced. University policies are described in more detail on Learning Suite.

**Being on Time:** This is an essential characteristic for public relations practitioners. Supervisors, clients, the media and colleagues expect and demand it. Your own level of professionalism requires it. This class begins promptly at the time scheduled. Keep in mind that chronic tardiness and regularly leaving class early (without first making arrangement with the instructor) is a violation of the School of Communications' policy on professionalism.

**Extra Credit:** There will be few, if any, opportunities to earn extra credit in this class. It is possible for every student to earn an A in this course without extra credit. You simply need to decide now, at the beginning of the semester, that you are willing make the effort required to earn the grade you want. I am willing to meet with you about any assignment before it is due. Drop by during office hours or make a specific appointment for help. If you have questions, please talk to me.

**Understanding the Syllabus and Course Assignments:** You will be held accountable for complying with the instructions in this syllabus and in course assignments whether or not they are discussed in class. You are also accountable for all concepts and information in the assigned readings and for everything discussed or presented in class.

**Professionalism and Honesty:** The school policy on professionalism addresses student behavior in class.

It will be the guideline used in this class. The public relations faculty takes the department’s professionalism policy very seriously. You may be asked to leave class if you are distracting from a lecture or discussion in any way, including sleeping, reading rather than listening or participating and any other distractive behavior that affects the professional environment of the class. We expect you to conduct yourself with courtesy and respect for others.

**Use of Electronic Devices in Class:** Be advised that laptop and tablet computers may be used during class, but only to take notes and complete assignments related to class discussions. Please do not get distracted surfing the Internet or social media.

YouTube highlights Walk Free as a nonprofit organization that “has leveraged [its] YouTube channel to enhance the rest of [the] organization’s campaign to end modern slavery.”

**Walk Free**

**TODAY**

Walk Free: The Movement to End Modern Slavery
01:17 views 1 year ago
You can help end it—take action now at walkfree.org

Today, a 14-year-old girl, required for a job as a

*By the Turning Wheel*
Course Development Project Grant Proposal

Christopher Wilson, School of Communications

I would like to apply for $297 dollars of grant money to support the development of my COMMS 421 course. This is a public relations writing and production course where students learn how to create a variety of communication tactics used in the profession.

Because of the rapidly changing media industries, the tactics and techniques used by public relations practitioners to communicate with publics is in a constant state of flux. Traditional textbooks are not able to keep pace with the changes.

For this reason, I would like to use the grant money to buy a year subscription to “Rev Up Readership” to help me stay abreast of the best practices in public relations writing. This website is an online toolbox created and updated regularly by Ann Wylie, owner of Wylie Communications Inc. Ann is popular on the public relations writing workshop circuit for two of the most important professional public relations associations, the International Association of Business Communicators and the Public Relations Society of America. She has been designated an “IABC Recommended Speaker” for her top ratings at IABC International Conferences. In addition, she serves as PRSA’s national writing coach.

A year subscription to this website will allow me to get access to hundreds of tips, tricks and techniques for writing better, easier and faster. I will be able to share this knowledge with my students as part of class discussions to supplement what they read in their textbooks. This will help me accomplish the learning objectives I have set for the class by enabling me to teach the students current industry best practices that will prepare them for their final project, internships, and entry-level jobs.
Faculty Development Plan  
Christopher Wilson  
School of Communications

1. TEACHING

1.1 SELF ASSESSMENT

1.1.1 STRENGTHS:

- My teaching approach is closer to coaching than the traditional academic teaching model, which fits the mentoring/learning approach favored at BYU.
- I feel comfortable engaging students in discussion and learning activities.
- While I am familiar with the way BYU teaches public relations, I have seen how it was taught differently at an institution that is a national leader in public relations education. I have been able to apply some of these approaches in my classes at BYU.
- I am not afraid to try new things, experiment, or make changes to a course.
- I have already learned a lot about how to create activities and assignments that help students learn.
- I am able to communicate or convey my care and concern for students.

1.1.2 SKILLS & COMPETENCIES:

- My experiences working as a TA for experienced faculty at UF helped me learn to be more organized, detail oriented, and proactive. During my first few semesters at BYU, I have become better at planning courses and assignments.
- Because one of the courses I teach is a highly practical skills course, the skills I developed as a professional are extremely relevant. These skills include desktop publishing, Web design and programming, and audio and video production. I also have experience conducting media relations, creating print and online collateral materials, managing projects, and providing strategic counsel to upper management.
- I think my strongest competency is being able to connect with the students and help them feel that I care about them and want them to succeed.

1.1.3 INTERESTS:

- I want to help the students learn and grow. I want to help them become something more than what they were before taking my class.
- I feel a responsibility to give the students their money’s worth in the classroom by delivering a rigorous and challenging learning experience.
- I want to be current with the public relations industry so I can teach the students cutting-edge ideas and practices.
- I want to be current with public relations scholarship so I can incorporate evidence-based approaches and theories into my classes.
- I want to think more deeply about the intersection of public relations and the restored gospel of Jesus Christ so I can become a more spiritually strengthening instructor.

1.1.4 OPPORTUNITIES:

- I have taught COMMS 421 two times now and have a good sense for what I need to do make this class better.
- I have insightful and dedicated adjunct faculty who teach COMMS 421 who can provide valuable feedback about the way we teach the class.
- I am teaching a graduate course for Fall 2015 semester
- Instead of teaching COMMS 235, I will be teaching COMMS 336 for the Winter 2016 semester.

1.1.5 AREAS TO DEVELOP:

- Explaining the purpose of the class in the context of the aims of a BYU education and setting class expectations.
- Explaining the purpose of class assignments and clarifying my expectations for each assignment.
- Having effective learning materials and activities
- Providing evaluations that are good measures of student learning
- Helping students develop the knowledge and tools they need to complete assignments.
- Being more proactive about soliciting and incorporating feedback from students during the semester.
- Making my class more spiritually strengthening. I need to figure out how to bring the spirit or incorporate the gospel more into what I am teaching.
- Being myself instead of trying to play the role of what I think students expect a professor to be.

1.1.6 TEACHING GOALS: I see my role as a teacher as being a mentor to students as they learn to apply public relations principles to solve real-world problems. My goals as a teacher are to:

- Help students think for themselves by encouraging them to think deeply and critically about the course concepts and to challenge their own ideas and assumptions.
- Prepare students to apply what they have learned in new and unfamiliar situations.
- Develop within the students a passion for producing high-quality work by expecting them to reach high standards and providing honest and constructive feedback.
- Help students understand how the restored gospel of Jesus Christ can inform their work and their lives by connecting what we are learning to the restored gospel.

Short-term objectives
- Starting in the fall 2015 semester I am going to do a better job of explaining the purpose of the class and setting class expectations.
o This will include addressing the three questions students ask about a “spiritually strengthening course”: (1) Who are you? (2) Who am I to you? (3) Why does this course matter?
o This will also include a discussion with students about how we can work together to make the course more spiritually strengthening.

- Starting in the fall 2015 semester, I am going to do a better job of explaining the purpose of class assignments and clarifying my expectations for each assignment.
- By fall 2015 semester, I will have developed more effective learning materials and activities for COMMS 421.
- By fall 2015 semester, I will have developed rubrics for COMMS 421 that will provide good measures of student learning.
- By fall 2015 semester, I will have worked with the CTL on a course development project for COMMS 421 that will help my students develop the knowledge and tools they need to meet course outcomes.
- During fall 2015 semester I will use SCOT to get additional feedback on my teaching in COMMS 421.

Long-term objectives
- Continue to conduct midcourse evaluations, but engage students in a discussion of the results and discuss ways that we can work together to improve learning.
- Work on ways to make courses more spiritually strengthening. Get some student comments about spiritual aspects of my courses on student ratings.
- Maintain student ratings at or above school means for all my courses. For each individual item, I would like to get at least sevens.
- Read at least three new public relations journal articles every week.

1.2 RESOURCES NEEDED:

- To stay current with industry trends, I will need funding for professional development.
- It would be nice to have thank you gifts for professionals who volunteer their time to assist and mentor COMMS 421 students.

1.3 ACTIVITIES AND ACCOMPLISHMENTS:

- During Winter 2015 semester, I worked with the PR faculty to focus the COMMS 421 curriculum more on messaging and writing.
- During Winter 2015 semester, we implemented a new final exam for COMMS 421 that involved creating a portfolio and presenting it to a local public relations professional. Students really liked this experience.
- I am working with the school’s CTL consultant on a course development project for COMMS 421.
- I am enrolled in the Writing Matters Summer Seminar for 2015 to help me learn how to create and evaluate writing assignments.
2. RESEARCH

2.1 SELF ASSESSMENT

2.1.1 STRENGTHS:

- I have a good track record for turning conference papers into publications
  - Two publications from five conference papers presented as a master’s student (40%)
  - Four publications from nine conference papers presented as a doctoral student (44%), with one under review and one that will be submitted soon.
- My dissertation resulted in three conference papers that I will turn into journal submissions this summer. One of those papers won a top paper award. Another was accepted for a special panel sponsored by the Journal of Communication Management and will likely result in a publication there.
- I have a well-defined research agenda that focuses on public relations management and strategy.
- My main area of interest, organizational autonomy, has not been studied empirically in the public relations literature although it is one of the foundational concepts of the discipline.
- Good start in research publication with 4 articles being published this year.

2.1.2 SKILLS & COMPETENCIES:

- I am proficient with qualitative and quantitative research methods
- I am proficient with qualitative and quantitative data analysis
- I am comfortable using SPSS to calculate univariate and some multivariate statistics
- I am a good writer and editor

2.1.3 INTERESTS:

- I want to work on research projects that have a scholarly and a practical impact
- I like to collaborate with others who have similar interests
- Within my broader research area of public relations management and strategy, I am interested in nonprofit public relations and fundraising, and social media.

2.1.4 OPPORTUNITIES:

- Use of graduate student research assistants
- I need to take advantage of department, college, and university grants to fund my research.
- Collaboration with colleagues in the School of Communication
- Collaboration with colleagues at other universities
2.1.5 AREAS TO DEVELOP:

- Now that my dissertation has been mined for paper possibilities, I need to start working on studies to build this research.
- I need to become a better manager of student research assistants.
- I need to do a better job managing research projects in different stages. Primarily I need to do a better job starting new projects so my pipeline always has something in it.
- Often I let urgent tasks (e.g., teaching) take precedence over important tasks (e.g., research). I need to do a better job setting aside time every day to do research and write.
- I need to set aside time to stay current on public relations scholarship.

2.2 RESEARCH GOALS: I believe that good research will have an impact on the discipline, enhance the classroom experience for students, bring recognition to the school and the university, and open the door for more meaningful citizenship activities.

The themes that will serve as the organizing framework for my research are public relations management and strategy. Specifically, I am interested in the role of autonomy in public relations theory. Organization autonomy (or license to operate) has been assumed for years to be one of the primary reasons for organizations to engage in public relations. However, there is little research about it in the discipline. Additionally, I am interested in process of public relations strategy formation, particularly as it relates to enterprise-level decision making. Again there is some theory in this area, but little empirical research. Finally, I am interested in the strategic application of social media by organizations. While there are many empirical studies in the public relations literature on social media, there is little theory building. I would like to advance theory development in this area.

My goals as a scholar are to:

- Focus on research that can have an impact on scholarship and on practice.
- Conduct high-quality research that can be published in the top public relations journals.
- Publish at least two peer-reviewed journal articles per year.
- Have at least one conference paper accepted at IPPRC and AEJMC every year.
- Read one new article from JPRR, PRR, or JCOM each week.
- Dedicate 20 minutes each day to doing research for current projects.
- Dedicate 20 minutes each day to writing related to my research.
### Short-term and long-term objectives

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#### 2.3 RESOURCES NEEDED:

- Research assistants
- Funding to collect and analyze data
- Funding to attend conferences
2.4 ACTIVITIES AND ACCOMPLISHMENTS:

- Prior to being hired at BYU, I had three publications.
- Since I was hired at BYU, I had one paper published as a book chapter in an edited book. I have had three papers accepted for publication at peer-reviewed journals. One of those papers has been published online already.
- Was awarded a top three paper of practical significance award for the paper I submitted to IPRRC in March 2015.
3. CITIZENSHIP

3.1 SELF ASSESSMENT

3.1.1 STRENGTHS:

- I am loyal to the Church
- I support the university mission and The Aims of a BYU Education
- I am easy to get along with and try to treat everyone with respect
- I like to help other people
- I don’t hold grudges. I like to forgive and forget.
- I like to collaborate on research
- I am dependable and pull my weight

3.1.2 OPPORTUNITIES:

- Participate in school and college meetings
- Committee assignments
- Get involved in local professional organization (PRSA Utah Valley Chapter)
- Get involved in academic organization (AEJMC PR Division)

3.1.3 AREAS TO DEVELOP:

- I am an introvert by nature. Sometimes it is hard for me to step outside my comfort zone.
- It is easy to let the demands of teaching and research get in the way of interacting with colleagues.
- I need to be more proactive about getting to know the faculty in the department.
- I need to be more proactive about networking with academic colleagues.
- I need to be more proactive about networking with professional colleagues.
- I need to learn how to say no. I like to say yes, which can put me in the predicament of overloading myself and taking too much time away from research and teaching.

3.2 CITIZENSHIP GOALS:

- I will make a point to attend all university devotionals and invite other faculty to come with me.
- I will continue to attend all college and department meetings.
- I will invite colleagues to review my manuscripts and give suggestions for improvement. In turn I will offer to review their manuscripts as well.
- I will become more active in the Utah Valley Chapter of PRSA.
- I will make a concerted effort to have lunch periodically with faculty members outside of the PR sequence.
• I will do a better job at networking at professional and academic conferences. I will seek out opportunities to meet people who are interested in similar research areas.
• I will seek out opportunities to gradually become more involved in the Public Relations Division of AEJMC.
• Be a driving force behind the organization and implementation of PR sequence “brown bag” to share ideas about teaching and curriculum.
• I will make a habit of regularly participating in physical fitness activities with my colleagues.

3.3 ACTIVITIES AND ACCOMPLISHMENTS:

• I served on a department search committee for three faculty positions in Fall 2014.
• I participated in meetings and interviews for the director of strategic labs position.
• I attended all department and faculty meetings.
• I participated in the social media training classes offered by the school.
• I helped the COMMS 485 instructors by giving feedback to their students prior to their presentations to their clients.
• I helped host guest speakers for the PR program and the school.
• I helped judge award entries for the PRSA Utah Valley Chapter.
• I attended three meetings of the PRSA Utah Valley Chapter.
• I frequently go to lunch with PR faculty members.
Scholarship Strategies Project

Christopher Wilson, School of Communications

THEMES

The themes that will serve as the organizing framework for my research are public relations management and strategy. Specifically, I am interested in the role of autonomy in public relations theory. Organization autonomy (or license to operate) has been assumed for years to be one of the primary reasons for organizations to engage in public relations. However, there is little research about it in the discipline. Additionally, I am interested in process of public relations strategy formation, particularly as it relates to enterprise-level decision making. Again there is some theory in this area, but little empirical research. Finally, I am interested in the strategic application of social media by organizations. While there are many empirical studies in the public relations literature on social media, there is little theory building. I would like to advance theory development in this area.

GOALS

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**STRATEGIES**

1. Set aside a regular time each week to stay current on the literature in my discipline
2. Share key parts of my research in my classroom teaching
3. Join a new professional association and subscribe to new journals (Academy of Management Review)
4. Develop my ability to use more complex data analysis techniques (structural equation modeling)
5. Involve students more in my research
6. Set aside daily blocks of time to write (at least 15 minutes each day)
7. Create a list of the top scholars working on public relations management and strategy and find ways to start conversations with them
8. Keep sending manuscript drafts to the Faculty Editing Service for review and feedback.

**EVALUATION**

1. Create a calendar item in Outlook that reminds me to read a new journal article each week. Make a note in Outlook if reading was completed or not.
2. Keep a record of class periods where we have discussed my own research on Outlook calendar
3. Keep receipt from membership fee
4. Use structural equation modeling as the analysis method in one paper by Feb. 2016
5. Keep track of the students who work on each paper and what they contributed. Ask them to write a memo about what they learned from working on the project.
6. Create a calendar item in Outlook that reminds me to write every day. Make a note in Outlook if writing was completed or not. Also make a note of how much time was spent writing.
7. Create list of scholars in an Excel spreadsheet. Keep track of papers they have written and the interactions I have had with them.
8. Archive emails from FES to demonstrate that I used the service.