Public Relations Society

Moderator: Patti Grey
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4:00 PM ET

Patti Grey: Good afternoon everyone. This conference call is going to include as many of the BEPS members as we can so that you will get to hear voices and put them together with names. What I would like to do very quickly is to have everyone on the call identify themselves.

Note: Chapters on the call were Greater Salt Lake Chapter; Minnesota Chapter; Phoenix Chapter; Central Texas Chapter; Akron Chapter; Cleveland Chapter; Central Pennsylvania; Charlotte, North Carolina; Silicon Valley; West Virginia; Detroit Chapter; Arkansas Chapter; Pikes Peak; Central Ohio Chapter.

Patti Grey: Francis McDonald is a new member as of last year to the BEPS Committee, and Francis is going to talk about the roles and responsibilities of ethics officers. What I might suggest to you all, if you are in front of a computer and want to pull up the PRSA Web site, then access the 'Ethics' section. Much of what we are going to be referring to on this call are the resources on the Web site. The actual roles and responsibilities, the job description if you will, for the ethics officer is number 20 on the list of resources. Francis, I will let you take it from here.

Francis McDonald: Yes. Good afternoon. I'm glad to be here. The two main things I want to point out today are, first of all, clearly, as Patti just indicated, you can find that information on the Web site, and I will summarize a little bit of that as I go along.

Additionally, we also have a PRSA Chapter Ethics Officer Position description, which is pretty clear and also very helpful, if you need to get any sense of what your role is for your individual chapter. You'll find the goal, which is promoting to aspire to the highest level of ethical behavior and performance among the Public Relations Society of America Chapter Members, and the duties are listed, as well as ethics officers support and also the qualifications. So, that particular link is pretty clear on explaining what the duties are. From time-to-time, you may have questions about any type of situation that may be presented to you as far as the ethics officer for your chapter, and that may very well be clarified according to the position description. If not, look at the section that indicates 'Ethics Officers Support,' and that will guide you in regard to how you can best make those types of decisions. Under the 'Ethics Resources,' I also find the case studies and advisories helpful in sorting through any types of ethical situations that you may be addressing. These are excellent resources to help you guide members in making those types of decisions. Hopefully, that gives you a good groundwork for understanding your role as a chapter ethics officer.

In closing, the support resources provide you with information, resources and other associated literature that could mirror or reflect situations to give you a sense of the questions to ask members requesting guidance. At this point, I would like to address any questions and answers or anything that you might need while I'm here.

Unidentified Participant: What is that Web site link? I'm sorry if I missed it earlier.

Francis McDonald: If you go to the PRSA Web site, look under 'About Us,' and you'll find 'Ethics,' or you can just go to the site map and put in 'BEPS.'

Patti Grey: Jim Lukaszewski is traveling today and he has not be able to join the call. Jim has developed a survey that we would like to periodically shoot out to ethics officers this year to make sure that we are capturing more clearly the roles that you actually are playing at your local district. So, be on the watch. It is very simple survey, and it will help us catch better what indeed the job looks like at the chapter level, which may be different than how we currently describe it. So, is anyone looking at the description who would want to offer – are you doing something different, or does the description pretty well describe what you do?

Jeri Cartwright: I noticed that there is a statement on this position description that indicates we should communicate with you before saying anything to the media. Is that true?

Patti Grey: In the past, BEPS has tried to help or support a chapter ethics officer, if you are being contacted about a dilemma and being asked to give a position from PRSA. We would counsel you on an approach to that, although we don't really give rulings per say. Bob Frause, what would you say to that question?

Bob Frause: I would say that collaboration prior to speaking is probably important. There are a lot of issues, and again, while we run across this several times year where there are some procedure violations, the Code does not have violations. Essentially, improper practices are the way we learn about ethical dilemmas, and there are always two sides to the story. So, I would recommend that you collaborate with a member of BEPS before you make any statement to the media.

Tom Eppes: One other thing to add is that, because there is probably never a unique issue out there, something has always happened somewhere else before, it's probably a good idea to contact either Janet Troy or Joe DeRupo at the PRSA Headquarters Office in New York and just share with them whatever the situation is. They might be able to give back some counsel on how they have addressed a similar issue in the past.

Patti Grey: That is good counsel. Now, Jeri, if it is just to have an interview about ethics in general or about one of the professional standards, you do not need to consult BEPS, if you feel confident in having that conversation. It's more when you are called on by the media to give an opinion about a dilemma that may be occurring in your area that we would caution that you get some counsel before you respond.

Emmanuel Tchiviajian: I think it is a nice protection for you – this is Emmanuel – because you might be attacked on what you said, and then the media will refer to BEPS. It creates a controversy that you could avoid. I think it's a nice resource to have people behind you that can give you advice.

Jeri Cartwright: I really agree with that. I think it's wonderful. We had a situation last year in Salt Lake City, Utah, and I can't even remember what it was, but I do remember that our chapter president was being contacted pretty regularly on a lot of different day-to-day issues and about the field of PR. They were asking her to comment on something else in the news arena, and sometimes, that was right on deadline. I was just curious how concerned you would be if, in fact, we went ahead and said something without notifying you.

Emmanuel Tchiviajian: Well, you could put a caveat saying that, you know, "This is my opinion." And not necessarily link it to BEPS or to the PRSA Chapter – I mean PRSA National.

Patti Grey: And again Jeri, it isn't that there is any violation that should worry any ethics officer. We are here to provide support and counsel, and there may similar past situations that we can provide background for or experience. So, if you respond to media without notifying BEPS, it isn't that you've done anything wrong. It's just that we are trying to help you not get into a difficult situation at a local level and then have the National level approached.

Jeri Cartwright: Oh. I greatly appreciate that. I would let you do that any day at any time. Thank you.

Bob Frause: This is Bob again. We've seen some situations late last year where an individual did make a comment. It was a personal opinion, but the media characterized it as "A PRSA official said." So, you have to be cautious with regard to how you are going to be interpreted as well.

Patti Grey: Any other questions?

John Leavitt: This is John Leavitt in Colorado Springs with the Pikes Peak Chapter. I'm noticing, in just kind of looking at the Web site and listening to some of the comments, that there is a sensitivity it seems with PRSA declaring something wrong or right in terms of ethics. I'm noting that there seems to be something on the Web site that says that "We don't enforce things. We inspire instead." Can you talk a little bit about that sensitivity since I'm sort of new to this?

Patti Grey: Actually, I'm going to ask Bob Frause to respond, because he was key in the development of the Code in 2000, and speaks very well to this issue. Bob, would you mind?

Bob Frause: No. Quite honestly, some of you who are new may not know that the old Code, which was crafted in 1950 and was replaced by this Code in the year 2000, had, as its base, a judicial element. Essentially sanctions and hand slapping and those kinds of things were part of that Code. Over the years, we found there were requests for sanctions. I believe, in the history of the Code, only five letters of sanction were ever sent out. It was clear we just didn't have enough education around ethics. The process was all cloistered, confidential, and nobody could learn from the mistakes that people were making. So we flipped it, and now, our Code is aspirational, inspirational, and educational. It is all about learning what the issues are and what the gray areas are with regard to proper practices in our profession. Now we are open to be able to discuss those. We don't have to hide behind closed doors anymore. We don't slap hands, but we do discuss proper practices. That's why you'll see, on the ethics page under 'Ethics Resources,' there are professional standards advisories. If we think that there is an improper practice that is flagrant enough to warrant a professional standards advisory, BEPS crafts it and sends it up the line to the PRSA National Board. We get their approval of the PSA and then post it on the Web site.

The issues we have addressed range from billing falsifications to unethical behavior; issues that people are seeing in the field. Usually, they are high-profile problems.

So, in short, our job is to educate, and you'll see, as part of your duty as ethics officers, that we really encourage people to move things up the line with regard to improper practices. It's not like you are reporting somebody, but we want to take a look at the improper practice and see if we can make it an opportunity to educate. That's the reason we encourage people to bring these examples forward.

Patti Grey: Other questions?

John Bailey: Will we have the opportunity to do a session or a presentation at the National Conference taking place here?

Emmanuel Tchiviajian: Well, I know we discussed it the last time that BEPS had a phone meeting that we would have a session at the National – International Conference; that BEPS would organize one, and we are still in the process of deciding what we will be discussing. One of the topics considered was PSAs.

Patti Grey: Which is a great segway right now for Emmanuel Tchiviajian, who is going to go over what the PSAs are and how they could be used.

Emmanuel Tchiviajian: All right. Well, thank you. PSAs are really – I would call them mini white papers on ethical issues that face public relations professionals. They are not rulings but advisories that serve as a resource and a guide in a given, sometimes difficult, situation. PSAs are really an interpretation and an application of the PRSA Code of Ethics in a particular circumstance. Each one defines the issue, gives the background, points out the relevant section of the Code, and recommends best practice. As of today, we have posted seven of them. They discuss issues such as disclosure of employment and status of the PRSA staff who works onsite or in a client's office; issues like reporting unethical behavior or telling the truth or the deceptive practices by front group, etc.

The topics we chose are current and are general enough to be of concern to a large number of practitioners. The writing of PSAs is a collaborative effort by BEP members, and the final document is approved by the Board before posting.

Now, if any of you have an idea or a topic that you would like addressed, please let us know. We are looking for topics that concern people and that could be helpful.

Patti Grey: Pat Whalen is going to talk about some of the tools that help step through the dilemmas and decision-making process. Pat.

Pat Whalen: The things that I have been asked to talk about are listed under that numbered list of resources, and they range from the number one to five.

The first one is a PDF of a very short article written by Jim Lukaszewski, which is entitled *Dilemmas and Moral Questions: The Heart of Ethical Decision Making*, and it's a good list of the kinds of questions that you can ask, if you are faced with an ethical issue that you are trying to address or as you are trying to bring this topic to your chapter members and stimulate some discussion. I know some of you do ethics discussions or bring up an ethics moment during your meetings, and these ways to help stimulate the conversation. Such as - Is this truly an ethics violation? Questions to ask: "What did they know, and when did they know it?" "What are the relevant facts of the situation?" "What decisions were made?" "Who was involved?" "Who was affected?" It's a very useful article that you might want to print out and, again, use as a set of guidelines for addressing ethical issues.

The second document I was not asked to talk about. I just wanted to mention what it is. It is an explanation of the Code and gives the history that Bob Frause just explained. It includes additional history on why the rules were changed the way they were.

The third resource is *A Short Guide to the Process for Ethical Decision Making*, which was written by Cathy Fitzpatrick, who some of you may know. She is a former member of BEPS, and was very instrumental in helping to develop the new Code in 2000. She put together a list of six questions that academics often use. Academics often bring up these kinds of ethical dilemmas in our classrooms, and these are the kinds of questions and processes that we go through to address ethical issues in our teaching. It's a useful guide; some of the things that you might want to consider; defining the specific ethical issue and what is the conflict identifying the internal and external factors, the political issues, the legal issues, the social issues, and then, it also gets into some of the values and principles of the new Code.

This leads to the fourth and fifth items that I was asked to talk about, and the fourth item is just a couple of paragraphs. It is called *The Introduction for the Matrix of Ethical Dilemmas*, and it basically contains the instructions for the next document, which is the actual matrix and what this does. It's a tool for helping you address the cases that are then listed. There are six to seven cases that are listed as resources that we are going to be going through next, and basically, what it does is breaks these down based on some of the issues that arise in them.

So, if you happen to pull up the matrix itself, you will find that it is a two-page grid of Xs and issues that may come up. As you go through the grid, the one thing that makes this a little complicated to read is that you actually have to go to the bottom of the second page to find out what all of the columns mean. So, that's one of the things, I think BEPS will need to update this year to make it a little bit easier to read by moving the headings to the top of the page. Basically, there are two groupings. The new Code of Ethics addresses six values in the Code, which are advocacy, honesty, expertise, independence, loyalty, and fairness. Then, the Xs refer to the some of the ethical dilemmas that one can run into, such as low balling. What is one of the values that violates? Well, as you can see, there is an X in the second column. So, honesty is one of the ethical values that it addresses. The second set of six on that same matrix are the Code provisions, and those are the free flow of information, competition, disclosure of information, safeguarding confidences, conflicts of interest, and enhancing the profession. Again, as you go through these ethical dilemmas, there are Xs that line up with the Code provisions that these dilemmas address. As you will see, the case studies are organized by provisions. You can use this matrix, as a discussion starter or to help you start to break down the problem to see how it might be addressed and to determine if it is, in fact, a violation of the Code.

I did also want to point out that resource six is a set of PowerPoint slides that helps explain the Code and also breaks down each of these cases if you do want to use them. I did notice that there are some things that are a little out of date on the PowerPoint.

Patti Grey: You are correct. Bob Frause did update the PowerPoint, and we hope to have that version posted soon.

Pat Whalen: Great.

Patti Grey: Thank you Pat. Moving on to Bob; there is your segway into the case studies, which are numbers seven through 12.

Bob Frause: The case studies are, in effect, examples of each one of the Code provisions. We have formatted them, following Cathy Fitzpatrick six questions. They are all ready to go for you. All you have to do is download them, and then, there is a discussion key which goes along with each case study so that you have the answers. The folks that you are trying to communicate with or educate will get the right answers after they have had a chance to go through and see if they can work out the details themselves.

I use these all the time in presentations that I give. Typically, what I do is break up the room into six tables or six different areas and give each one of them a case to start to work on. They get it done and appoint a spokesperson, who gets up, and reads what the group thinks the right answer is. Then, I take them through what the approved answer is. I am sure that there are some gray areas here with each one of these, as there is with ethics across the board, but they are very helpful in putting together small discussions and/or even in a workshop-type setting. You'll notice that the discussion key for Case Study No. 1 is highlighted. I went back and redid that one and sent it to Judy Voss, and it should get reposted here pretty soon so that you will have a discussion key for that as well.

Does anybody have any questions on these case studies?

Patti Grey: I have used them in APR classes to help with the ethics portion of that as well.

Bob Frause: I guess the only problem with them is that they are getting kind of old, and I think BEPS is going to have to take a look at making some new ones here.

Unidentified Participant: Agreed.

Dave Meeker: Where are the answers to the questions that are raised?

Bob Frause: It says "Discussion Key." Case Study No. 3, for instance, "Disclosure of Information," and then you'll see "and Discussion Key." The discussion key is in the same form, but it's filled out with the answers.

Dave Meeker: Okay. Thank you.

Tracy Bryan: How long – if you did this little exercise say at one of your meetings, how long is it – how long do they take?

Bob Frause: I usually teach this ethics class at the University of Washington, and I've got an hour, and so, essentially, I give them some other front-end to talk about the values and the principles and then let them go. Generally, they work on them for 15 to 20 minutes, and then, they get to stand up and give their answers. If you are doing all six, you have to figure that you are going to take three or four minutes per case study. So, how much time do you have, and how many people are in the room? Sometimes, it's better just to do one or two case studies. Divide the room in half and just do one or two. It just depends on how much time you have.

Tracy Bryan: Okay. Thank you.

Patti Grey: Thank you, Bob. Moving on to ethics moments, we have Patrick McLaughlin.

Patrick McLaughlin: Well, hello everyone. Thank you very much, and it's a pleasure to talk to this group. I just wanted to mention that I'm the liaison for the Southwest Area. I would be delighted to manage any calls that would come from my constituents out there.

I've been asked to speak on describing the benefits of the ethics moments portion of the section, which is listed as number 18 there, and this is very complimentary to what Pat and Bob were just discussing. It's really a tremendous tool that assists you in initiating a dialogue with peers about ethics and educating them about how to apply the Code of Ethics and why it's such a critical component in public relations.

The document itself contains multiple scenarios that you can use to foster conversation at your regular chapter meetings. Some chapters post them to their Web sites, but one of the recommendations I think really has merit was partnering with a local business or perhaps an academic institution and having an ongoing discussion regarding ethics. It's a great opportunity to get the topic out in the local marketplace and has the added advantage of allowing you to be associated as an ethical thought leader in the community.

The first ethics moment describes the scenario where an agency represents a fruit-growing association, and their client wants to start an organization that is intended to encourage preschoolers to consume fruit on a daily basis. You know, the strategic counsel to the client from the agency is to form a parents' group, which will act as spokespeople to educate students about healthy eating habits, which would also encourage the consumption of fruit; their product. Well, one of the questions that is brought up in this scenario is how could you avoid having this organization be considered a front group, which could be construed as being unethical in nature. Obviously, the answer is that it would be important for the organization to be clearly identified in any kind of advertising and always be very transparent about their association. So, that removes any kind of question of motive by identifying the sponsor.

The benefit of entering into dialogue like this is to show a real-world example of how the Code of Ethics can help you provide counsel not only in form but it helps protect your client from potential risk. So, you are really adding value to that whole equation at that point.

So, honesty and advocacy, on behalf of the public as well as the client, are two of the fundamental qualities of the Code. Unfortunately, there are examples of agencies that don't adhere to these kinds of codes, and they, consequently, can suffer from really embarrassing situations and, in fact, could even be guilty of breaking laws at times.

The entire document actually consists of about a dozen what-if scenarios much like that one that members could really end up facing as a public relations professional.

Finally, I just wanted to point out that as technology changes the way we communicate, it sometimes results in new approaches of how we advocate on behalf of our clients and companies. One thing that should remain constant is the Code of Ethics and how we adhere to it.

So, I think that you would find this to be a really useful tool to help direct meaningful dialogue with your peers. It also helps protect the intangible assets like goodwill that have a real value and, once lost, are very difficult to recover.

So, I just want to thank you for your attention, and I would be pleased to answer any questions, if I could.

Patti Grey: Great. I know that in some chapters they have used ethics moments to use as an icebreaker at meetings without it being a part of the formal meeting; maybe the president might, as he or she is welcoming the group, draw their attention to the ethics moment on the table, encourage members to have some dialogue about it while they are eating, and then quickly go over the reflection before the main program starts. Others have used it in newsletters or on Web sites just one at a time to try to keep that ongoing year-round effort around ethics. Has there been anybody who has used any of these tools in a different way than what we've discussed?

Emmanuel Tchiviajian: I use some of the case studies for discussion with a group when I do presentations on ethics, just to get the conversation going. Then we discuss some of the options; sometimes agreeing, sometimes not agreeing. It is a very useful tool, since the cases have been thought out, not just made up. This has some credibility.

Patti Grey: The next section is what has been identified in the early years of the new Code in 2000 as the main job of the ethics officer, which is to have one ethics program a year. We have identified September as the Ethics Month in PRSA. Although, as you can see, we have tried to show you tools to keep that conversation going throughout the year, it still is a major focus of what we hope will be the role that you'll play in your chapter this year. Tom Duke is our lead on Ethics Month.

Tom Duke: Thank you and welcome to everyone on the call today. In the early days of coming up with programs, it was like carving programs out of stone, because we had never done ethics programming. Now, fortunately, we have a good group of programs that we can look at, and if you have your screen up, numbers 13, 14, and 19 are sections that cover many, many topics conducted over the past years. There are some very good ideas that you can pull up with these programs. After you hang up from this call, I suggest you print out those sections and scan those just to see what kind of programs have been held to give you some ideas, but I'm going to go over them very briefly.

There are approximately, believe it or not, 23 different types of programs. There are many programs that fall into the same area. The key format has been panel discussions. I'm not talking about just panel discussions with public relations practitioners, but discussions with those from other professions like the law, religion, the Society for Professional Journalists. It's amazing the kind of conversation you can get going, if you have a panel discussion with the different types of professionals on that panel. Of course, during all of these meetings, there have been handout packets that include the Code of Ethics and the small ethics wallet card to will help you determine how to solve an ethics problem. Some chapters have had columns in local news media, and actually, that's where they have been able to discuss ethics in general.

Case studies, of course, you heard about earlier are popular programs. Some chapters also have Web site postings that they update regularly with sections from the Code of Ethics. Some chapters use e-mail surveys that have been conducted on the current knowledge in the profession, which is a way that you can find out the level of knowledge in your chapter. Additionally, there are Web site surveys. A popular thing is to have breakout groups at meetings. Bob Frause touched on that briefly with the tables of people and different areas of the Code for discussions through which members come up with their answers to the questions. There are even skill seminars that have been conducted to give these ethics skills to people who are new to the business.

One of the things that is very popular in chapters is a presentation of the Code of Ethics to all APR candidates. Most chapters or many chapters at least are doing this so that the APR candidates have their own section on ethics to help them when they take the exam. You heard about ethics moments earlier, and many chapters are using the ethics moments tool, in new member orientation, which I think is very important. Including a section on the Code of Ethics for new members gets them off to a good start. Some chapters have even had case team competitions where they have put teams together and had some fun with the Code of Ethics and actually competed. That, of course, leads to things like games. There are chapters that have held games like Ethics Jeopardy, in the form of the popular TV show Jeopardy, but it is all about ethics. Market research ethics is another important thing, because people, quite often, don't believe what is in market surveys, for good reason. You can participate in doing a program like this with the American Marketing Association, for example. Then, there are awards programs that a chapter or two have put together for other professional groups such as CPAs and lawyers. This shows PRSA as the arbitrator in this area and gives awards to these other groups. This is a very popular area today in particular. There have been some panels that have been put together on ethics or the lack off ethics and politics. One area that attracts attention is international ethics and the differences in other cultures that are quite different than the ethics we have here in the U.S.A.

Some chapters are putting together local broadcast programs with panel discussions, which is very powerful. Of course, there is a new ethics that has been brought about by the new social media including blogs, and it's quite a different story in regard to the electronic media. Finally, environmental ethics seems to be a hot button, and many chapters have put together a panel in environmental ethics.

All of these variations are described more fully on the PRSA Web site in numbers 13, 14, and 19. What we try to do every year is to send out some further suggestions about Ethics Week and programs that you might have. I'm just wondering if those would be helpful to you again this year, and to that point, I would just like to throw it open for questions.

Any questions?

Theresa Palmersheim: I have a comment. This is my third year as an ethics officer for our chapter, and I just want to thank you so much for the development of these tools. Just even in the past three years, you all have developed more and more tools that are very useful in teaching classes, in helping APR students teaching college classes, helping APR students become prepared for the exam, and I really thank you for all of this. The ethics moments will be of a great use, I think, to me by not having to start from scratch on some of this.

Jeri Cartwright: I would like to echo that. Last year, when we went before editorial boards at both newspapers, I went online and read everything on the Web site at that point. It was such a wonderful education for me at the time, as well as you would be surprised at how the editorial boards acted. They were quite surprised that we were organized and that we had a Code of Ethics. So, it was really wonderful to have all of that, because if I hadn't, I wouldn't have done it. So, thank you so much.

Unidentified Participant: You're welcome.

Patti Grey: Is there something else that we should be thinking about that would be helpful to you?

Jeri Cartwright: The one thing that always concerns me, when it comes to programs, is the moment you say the word - ethics - people tune out. So even though ethics are very important, if you have a program specifically called ethics, often, it is not very well attended. Getting around that is difficult. For instance, Blue Cross/Blue Shield or Regent's Blue Cross held an ethics presentation, and they only gave out invitations to CEOs and presidents. I got one of them, and they brought in the woman who blew the whistle on Enron. Lunch and the program were free; all free, and there were 15 of us in the room. It was so embarrassing, and yet, it was such a dynamic and wonderful program. They had spent, probably, at least $30,000 on it. I wrote them a letter and said, "Please do this again," and I don't think they will. So, getting to the point, it would be wonderful if we could, as PRSA as a whole, lock down a speaker that is really hot each year and have him or her travel from chapter-to-chapter; someone of a national prominence that would get people to really come. That's just a thought. I don't know if it's feasible, but each chapter could bear a portion of the cost. If we had a big scandal one year in the news, we would get good attendance if that individual moved from chapter-to-chapter. It wouldn't have to be confined to September. Anyway, I'll sign off here.

Patti Grey: Great idea.

Unidentified Participant: I have a thought to share with Bob Frause primarily. You'll recall that we used to have these interpretations of the Code as it related to financial PR or whatever. The one that I miss a lot and think we ought to try to reinstate is the one relating to political activities, and I don't know if any thought has been given to that Bob or not.

Bob Frause: Well, we haven't talked about that, but it's a good point. Emmanuel, what do we have on the table as far as advisories at this point?

Emmanuel Tchiviajian: We are working on the 'Pay for Play' advisory. So, since we have had the discussion with the Board, the PRSA Board, and there was some serious concern, we are actually looking at the document again and getting some feedback from the different sections of PRSA.

Unidentified Participant: You may recall that the thing I'm talking about went through each part of the Code and explained how that would relate to the given field, whether it would be financial or political or whatever. It was much more definitive than the kind of short stuff, which is very good, but it was more basic, I think.

Bob Frause: More extended. Yes.

Tom Eppes: This is Tom Eppes. I'm not familiar with that piece, but I wanted to share that the Advocacy Group is actually trying to work on some items to comment on with the Presidential Election going on this year and, particularly, from an ethics standpoint. So, if there is anything that was released this year, whether it be a new standard or whatever it might be to relate it to politics. I think it would be a great time to get some attention.

Patti Grey: That's a great idea. The other topic that generates interest is ethics as it applies to social media.

We are coming to the end of our hour. I want to, again, thank all the chapter ethics officers for the wonderful job that you do at the chapter level. Know that we are here to try to provide whatever resources we can to help you do a better job. So, please, continue to talk with us.

Unidentified Participant: Thank you very much.

Unidentified Participant: That was very helpful. Thank you.

Unidentified Participant: Thank you all.

Unidentified Participant: Thanks everybody.

Unidentified Participant: Thanks.

Unidentified Participant: Thanks.

Unidentified Participant: Thank you. Bye-bye.

Patti Grey: Bye.