

International public relations awareness grows

by Dean Kruckeberg, Ph.D., Public Relations Division Head
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We remain highly parochial in our consideration of what public relations is, in our evaluation of how it is being practiced and—perhaps most erringly—in our determination of how public relations in an emerging “world society” should evolve. This, despite an exponential increase in efforts by contemporary U.S. public relations educators to expose us to multicultural and international concerns.

No doubt, there remain deeply embedded and implicit assumptions about continued U.S. cultural and economic dominance throughout much of the world. After all, the United States historically has been the acknowledged leader in public relations, with models, theories, and practices assumed to be the most sophisticated and to hold the greatest potential for becoming universalizable.

Indeed, it is our temptation to equate “international” public relations with the simple accommodation of additional “publics” within pre-existing models of contemporary U.S. practice, albeit highly idiosyncratic publics replete with unique challenges for Ameri-centric practitioners and scholars.

However, it is not that simple, and—as the practice proliferates throughout the world—we must at least question whether U.S. public relations is exportable, i.e., whether “foreign” public relations problems can best be solved using U.S. models, theories, and practices! I think we sometimes display too much confidence in the “political correctness” of what we do, with resultant professional and scholarly imperialism.

At least two alternate scenarios can be proffered to any assumption that U.S.-based public relations is most appropriate globally and ultimately will be best accepted worldwide. For example, some scholars and practitioners conclude public relations practice is socially, as well as culturally and geopolitically specific.

In one scenario, public relations models and practices will always remain primarily contingent upon social, cultural, and geopolitical variables best resolved by indigenous practitioners who are supported primarily through the unique research agendas and theory-building of indigenous scholars. Indeed, within such a scenario, models, theories, and practices could only become international (or pan-global) as a concomitant social, cultural, and geopolitical commonality evolves.

In another scenario, an evolving unification of practice might result in models, theories, and practices of public relations which would be far different from those well-established in the United States. Indeed, recent indicators raise the questions, “Will there be a ‘Europeanization’ of any predominant public relations practice and scholarship? Or an overriding influence upon existing PR models, theories, and practices from other parts of the world such as Latin America, Asia, and Africa?”

“...we must at least question whether U.S. public relations is exportable”

— DEAN

KRUCKEBERG

TABLE OF CONTENTS

■ Featured Topic: International and Multicultural Public Relations Issues

- PRD: Alternative Scenarios 1
- Mortensen: Norway Study 2
- Smyth: Changes in Australia 3
- Kovarik: Internet Highway 4
- International Resources 5
- Prust: Educational Compact 6
- Roschwalb: Ex-Soviet PR 13
- Baltic States Seek Aid 13
- Kanso: Research Challenges 15
- SAAI: Making Connections 16

■ Other Useful Reports:

- KC Convention Details!!! 8
- Kelly: Getting Grants 10
- Lubbers: PR Program Size 12

■ Software, Books, Videos 14

■ Special Inserts This Issue and More!!!


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Trustworthiness—A key for successful communications

A recent study by PRD member Mauritz Sundt Mortensen of Norway, reporting on "Trustworthiness—A Key Factor in All Successful Information Services," shows a relationship between professionalism and credibility.

Credibility was measured on a five-point scale with five being the highest and one being the lowest. A representative sample of 1,244 men and women rated 15 different professions and occupations, from which the following is selected:

Clergyman (Protestant parish minister)	4.14
Police officer (law degree)	4.10
Hospital surgeon	4.07
Teacher (elementary school)	3.88
TV correspondent (national TV)	3.68
Mayor	3.65
Press spokesman (national defense)	3.52
Newspaper editor	3.23
Bank manager	2.93
National politician	2.86
PR director for insurance company	2.83
Journalist	2.77
Car salesman	2.42

Mortensen's preliminary conclusion states that professional education is a necessary factor in developing credible information services. This and other rating data analysis will be part of Mortensen's forthcoming book on roles in journalism and public relations to be published in his country. 

Kruckeberg (continued from page 1)

On New Year's Day 1993, 12 European nation-states opened their borders to one another, forming the "European Community" (EC). Making this union work will not prove easy. But its establishment may help further refine and unify EC public relations into a "pan-European" practice—at least at the strategic macro-level.

Scholars and practitioners from the member states within the European Community are already making contributions whose whole will become greater than their sum. As only one example, many of the originating impulses behind mass communication practices emerged in Germany where academic inquiry also occurred considerably earlier than in the United States. (See Hanno Hardt, *Social Theories of the Press*. Beverly Hills, CA: Sage, 1979, pp. 11, 28.)


With this tradition behind them, Germanic and other Continental practices of public relations are flourishing. No wonder German-speaking communication scholars in recent years have begun to show great interest in public relations. Carl Botan's report on multinational forums hosted by the Quandt Foundation, appearing in the Spring 1993 *PRide* newsletter from SCA's Commission on Public Relations, speaks to this excitement. Myriad like examples are evident across the globe, as this issue of *PR update* reports. We hope you find it as interesting as we did to learn from colleagues familiar with conditions in Australia, Norway, Russia, and elsewhere.

This interaction is all to the good. As several U.S.-based educators are already doing, we must continue to test our public relations theories worldwide. Equally importantly, we must welcome and encourage scholars and practitioners from other parts of the world to critically examine U.S.-based public relations models, theories, and practices according to their own peculiar needs and perhaps ultimately according to "world standards" of performance.

This requires continuing sensitivity to our audiences. The evolving "world community" of public relations scholars and practitioners will no longer allow U.S.-based public relations scholars to dictate research and scholarly agendas; rather, we will see an infinite number of agendas undergoing continuous and independent challenge to best address everyone's needs.

An important goal must be closer international communication — albeit not necessarily scholarly consensus — among faculty and practitioners. We will all benefit from the resulting "cross-fertilization" of scholarship and practice.

Kudos to Turk

On behalf of all of us in the Public Relations Division of AEJMC, congratulations to **Judy VanSlyke Turk** on being voted AEJMC's 1993-94 president-elect to lead the association the following year. Although this is a tremendous personal honor and achievement for Turk, it is a victory for all of us in the Public Relations Division. It says public relations is a full-fledged part of journalism/mass communication education programs, that we are accepted by those in this organization, and that a public relations educator is trusted with the leadership of AEJMC. Judy, we are very proud of you! 

PR update

A newsjournal published by the Public Relations Division of the Association for Education in Journalism and Mass Communication. Public Relations Division members examine and analyze scholarly, pedagogical, and other issues relating to public relations practice and education. We serve educators, practitioners, and others who recognize the important contributions made by public relations to an informed society. The editors seek short, provocative articles and commentary; book, video, software, and database reviews; photographs; and other news of interest.

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THIS PUBLICATION IS RECYCLABLE.

• **Submissions** for the Fall 1993 issue via E-mail or on 3-1/2" floppy disks are encouraged. They should be sent to the new editors who will be named at the forthcoming AEJMC Convention.

• **PR update/ July 1993/ 2**



Australia's Pacific-Asian future increases PR demands



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As Australia approaches the year 2000, a strong government-backed republican movement is emerging. Higher priority is being placed on political, economic, and cultural involvement with the Asia-Pacific region. A key element in this strategy is the Asia Pacific Economic Cooperation (APEC) process.

In multicultural Australia, a society undergoing rapid social and technological change, public relations and communication experts are increasingly in demand to manage many different types of expression to specialised audiences. Australians continue to play a prominent role in the International Public Relations Association (IPRA), with Sydney-based Jim Pritchitt the immediate past president. In November 1994, an IPRA conference on "Issues in Public Relations and Society at Large" will be held in Perth, capital of rugged and beautiful Western Australia.

An indication of the importance of public relations to the functioning of the complex post-industrial society is the increasing number of degree courses being offered in public relations/communication management at Australian universities. There is, too, a pronounced trend towards post-graduate studies.

Public relations graduates are, however, facing competition "from those without degrees, those with journalism degrees and those with degrees or experience in other areas who come to the practice on the basis of their specialist skills (e.g. lawyers, marketers and management consultants)," as noted in the 1990 report, *Public Relations Education In Australia*. The report was sponsored by the Public Relations Institute of Australia (PRIA), which has played a significant role in the establishment of "courses" (degree programs) in public relations/communication management. The PRIA works closely with a number of universities through course advisory bodies in the various states, through an accreditation process, and through assistance given students.

One aim of the PRIA's report was to sponsor "dialogue on the roles of academia and industry in the future of public relations in Australia." A key recommendation, noted Marjorie Anderson, the PRIA's National President and Chairperson of the National Education Committee, was "for guidelines for accreditation of courses around core public relations subjects on a common and consistent basis whilst allowing for individuality." From the educators surveyed, there was a unanimous call for more Australian texts, more Australian examples from industry, and the sharing of resource materials from practitioners. This has resulted in important reforms and new works such as the 20 Australian case studies featured in the book *Practising Public Relations: A Case Study Approach* by Jan Quarles and Bill Rowlings.

The PRIA report found 14 accredited and nonaccredited tertiary programs in Australia with major subject areas, minors, or subject options in public relations. Twelve of the courses were located in Schools of Humanities, Social Sciences, or Communication, while two were in Schools of Business. Most schools offered a three-year degree. Some offered a graduate diploma or a Master's in Communication. The number of public relations subjects in the

tertiary programs ranged from a one-year-long unit to eight subjects across three years. For the year 1990, students in the graduating class for all public relations courses, undergraduate and postgraduate, was 410. At that time, students in all three years of public relations programs throughout Australia numbered 2,000. The picture is changing as new courses come on line. Below is a snapshot, by state, of the 15 current degree courses in public relations/communications management (not all are accredited):

University of Canberra, PO Box 1, Belconnen, Australian Capital Territory 2616. Degrees: BA (Communication), Grad Dip (Communication), and MA (Communication);

Charles Sturt University, Mitchell, Bathurst, New South Wales 2795. Degrees: BA (Communication) and MA (Communication);

University of Technology, Sydney, PO Box 123, Broadway, New South Wales 2007. Degrees: BA (Communication) and Grad Dip (Communication);

University of Technology, Sydney, Kuring-gai, PO Box 222, Lindfield, New South Wales 2070. Degrees: Grad Dip (Communication Management) and Master in Applied Science (Communication Management);

University of Western Sydney, Nepean, PO Box 10, Kingswood, New South Wales 2780. Degree: BA (Applied Communication Studies);

University of Newcastle, Rankin Drive, Waratah, New South Wales 2298. Degree: BA (Communication);

Bond University, Gold Coast, Queensland 4229. Degrees: BA (Public Relations), Grad Dip (Public Relations), and MA (Public Relations);

Queensland University of Technology, PO Box 2434, Brisbane, Queensland 4001. Degrees: B Bus (Public Relations), Grad Dip Communication (Public Relations), MA (Communication), and Ph.D. (Communications);

University of Central Queensland, Rockhampton, Queensland 4702. Degree: BA (Communication);

University of Southern Queensland, PO Darling Heights, Toowoomba, Queensland 4350. Degree: BA (Communication);

Royal Melbourne Institute of Technology, PO Box 2476V, Melbourne, Victoria 3001. Degree: BA (Public Relations);

Deakin University, PO Box 423, Warrnambool, Victoria 3280. Degree: BA (Communication Management);

Adelaide College of TAFE and the University of South Australia, 20 Light Square, Adelaide, South Australia 5000. Degree: BA (Communication);

Curtin University, PO Box U1987, Perth, Western Australia 6001. Degree: B Bus (Public Relations); and


Edith Cowan University, 2 Bradford Street, Mount Lawley, Western Australia 6050. Degree: BA (Public Relations).

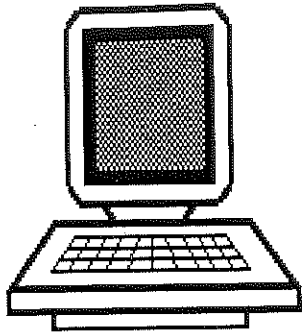
References:

Anderson, Marjorie. "Education ...providing a sound foundation for the future." *Public Relations*, March 1992, p. 3.

Quarles, Jan, and David Potts. *Public Relations Education In Australia: A Report prepared for the National Executive of the Public Relations Institute of Australia*, September 1990.

Quarles, Jan, and Bill Rowlings. *Practising Public Relations: A Case Study Approach*. Melbourne: Longman Cheshire, 1993.

Smyth spent 11 years in Africa and her Ph.D. (London, 1983) was on the development of government propaganda services in Northern Rhodesia (Zambia). She is currently looking at what the official Australian government information services are doing by tying in the Department of Foreign Affairs and Trade, Radio Australia, and AUSTRADE. 



INTERNET: Your electronic highway to the world of on-line information

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Not long ago, a message appeared on my computer telling me that someone from Sweden wanted to "talk" via a "real-time" computer-to-computer call. I accepted the call and my screen split in half horizontally. The Swedish caller, a computer sciences student, said he had just been "talking" with one of my students and had called me at her request to tell me that she would be late to class at the computer lab.

Having grown up in the age of telegrams, black & white TV, and party line phones, it was hard to imagine that someone in Sweden could ring me up—at no cost—to tell me that a student a few blocks away was running late. However, the low cost and high flexibility of the Internet system has made a virtual hash of geographic boundaries while refining the communications ability of infinitely elastic sets of special interests and professional groups. These attributes have attracted millions of Internet users worldwide and much-belated attention from the journalists who are only beginning to comprehend the implications of this system for their own futures.

Articles this spring in *Rolling Stone*, *Time*, *The Wall Street Journal*, and *The Washington Post* have alternately sounded the death knell for the old media and blown the trumpets for the new multi-mediated technological millennium. One article lumped Internet in with cable TV, and another said the system was too arcane and complex to be used. One was so badly researched as to assert that Windows was an important interface for Internet. (Not!)

Amid all the smoke there is, however, the fire of a serious new dimension to the communications revolution. Teachers and professionals alike should have an appreciation for the possibilities and the limitations of Internet.

Physically, Internet is almost one million mainframe computers located at university, corporate, and government institutions worldwide, with perhaps one third in the U.S. There is no central Internet computer—rather, Internet is an overgrown tangle of defense networks (Milnet, Darpanet), science networks (NSFnet), and university networks (Bitnet) which began linking in the 1980s. In 1990 the European research network, EARN, was formally connected with Internet, and since then the system has quadrupled in size yearly. Most Third World and some remote Fourth World countries have now been connected. United Nations "packet radio" satellite systems also allow computer mail to be sent to and from the most remote locations on earth.

Almost anyone connected to a university or school system can obtain a free Internet ".edu" account. Similar arrangements exist for government agencies (.gov). Private organizations (.org) can connect via a network provider for about \$25 to \$200 a month in most countries including the U.S., depending on the types of service. Types of services available include:

- Electronic mail — "E-mail," the most basic service.
- Discussion groups or "Lists" — Sent through e-mail to a list of anywhere from a dozen to several thousand people interested in any of several thousand topics ranging from archery to nuclear physics to Zen.
- Usenet — Contains "News Groups" which are available through "threaded news readers." These are sent to a university host mainframe rather than to individual e-mail accounts, but, like discussion lists, involve postings to lists on narrowly defined topics. Generally, Usenet discussions are non-professional and hobby-oriented while e-mail Lists tend to be more professional. The brand new definition of "news" is an unrecognized aspect of the impact Internet may have.
- ftp — For "file transfer protocol," allows the user to retrieve files from archives, often after logging on as "anonymous" with the user's name as the password. Users need to know simple Unix commands.

- archie, veronica, gopher, and wais — Programs which search indexes of thousands of computers and provide a bibliographic index of search results.

- irc — Internet Relay Chat, a "real time" 100-channel conversation system used mostly by students around the world. Typical channels include foreign language, Christian, hobbies and the ever-popular "hot tub."

- sound, picture, and video — Any form of data can be compressed and transmitted through Internet at little cost. Regional radio exchanges in developing countries may be one immediate beneficiary because long-distance

phone expenses are reduced by two orders of magnitude. The high-tech momentum is toward face-to-face real time or stored video/audio/shared program communication at personal computer workstations.

There are other types of computer communication than Internet. "Fidonet," for example, is a kind of system where PCs call PCs in small "round robin" networks. Fidonet is often used by U.S. special-interest groups and in the Third World and Russia. Some Fidonet gateways to Internet are available. The disadvantage of Fidonet is that long-distance calls go

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—BILL KOVARIK

directly via modem through the phone system. There are also thousands of independent computer bulletin boards as well, some of them called "freenets." These are large bulletin boards providing official public service information from community governments, discussion forums, and other information services. Cleveland, Denver, and Ottawa, Canada, have freenets devoted to their cities. Most "freenets" and some bulletin boards can be accessed through Internet, but most garden-variety bulletin boards (or BBS) can only be reached via the phone system.

FOUR STEPS INTO INTERNET

After your academic computing department assigns you an Internet account, what is next? The first steps might be to use e-mail to subscribe (at no charge) to Comserve and Journet and get more basic information.

1. Send an e-mail message to:

Comserve@vm.its.rpi.edu with the following in the message area: "Send Comserve HelpFile" This will get you started accessing the many available discussions, hotlines, and files. You might also try: "Help Topics" and "Help Topics Hotlines"

2. Send an e-mail message to:

Listserv@qucdn.queensu.ca with the following message: "subscribe JOURNET (your full name)" This will get you a subscription to a dynamic journalism discussion list. (No Public Relations lists have been started — YET).

3. Send an e-mail message to:

cruise2feedback@merit.edu for information on downloading a colorful free electronic tutorial called "A Cruise of the Internet" well worth watching.

4. Next, learn how to use:

the anonymous "ftp" function and several simple Unix commands (especially cd, ls, and get). Then ftp to the following servers and pick up these files:

ftp.rpi.edu	Information Sources (by John December) located in pub/communications/ internet-cmc
csd4.csd.uwm.edu	Internet Services List (Yanoff list) located in pub/ and listed as inet.services.txt
nisc.sri.com	introducing the internet internet resource guide where to start
nysernet.org	surfing the internet
nmsc.nsf.net	internet tour (hypercard for Mac)

• • • •

Bill Kovarik recently received his Ph.D. from the University of Maryland where his dissertation on "The Ethyl Controversy" concerning the 1920s environmental debate over leaded gasoline was advised by Dr. James Grunig. He has been on the faculty at Radford for the past three years. He previously worked 15 years as a newspaper reporter, science editor, and public relations director. Kovarik is also currently serving as a consultant with the Center for Foreign Journalists and the U.S. Agency for International Development on Internet as a tool for international media development. If you have comments or questions about this article, or if you would like a copy of a classroom exercise manual being developed for Fall 1993, drop an E-mail note to the author at: wkovarik@ruacad.ac.runet.edu



International Resources

"In the past, propaganda, public relations, and global communication were mere handmaidens of the state. Today they have increasingly become statecraft itself." Our fields of study, though, remain fragmented into many subdisciplines. Fortunately, those seeking research assistance and article outlets can connect to the world and find help from the following organizations and publications:

- *The International Public Relations Association (IPRA)*, Case Postale 2100, CH-1211 Geneva 2, Switzerland; phone: +41 22 791 0550; fax: +41 22 788 0336. IPRA is a worldwide professional organization (more than 1,000 members from 60 countries) with formal consultative status at the United Nations. It endorses the "Code of Athens" ethics statement adopted in 1965. *International Public Relations Review*, edited by John Reed, is published quarterly.

- *The World Communication Association (WCA)* holds conventions every other year in international locations. Their refereed journal *World Communication* seeks quality manuscripts and is edited by PRD member Don Stacks at Bitnet E-mail: DSTACKS@UMIAMVM; address: School of Communication, University of Miami, P.O. Box 248127, Coral Gables, FL 33124-2030; phone: 305-284-2265.

- *The International Academy of Business Disciplines (IABD)* hosts an annual conference, publishes a *Proceedings* volume and the *International Journal of Commerce and Management*, and provides a truly multinational interdisciplinary forum for public relations faculty. Contact: Dr. Abbass Alkhafaji at Department of Management and Marketing, Slippery Rock University, Slippery Rock, PA 16057; phone: 412-738-2060.

- *The Journal of International Communication (JIC)* is a new refereed bi-annual publication set to launch in 1994. JIC will examine a variety of world communication issues from descriptive, critical, and normative perspectives. Those wishing to submit papers or review books should E-mail or write for a copy of "Guide for Authors" stating "JIC Guide Request" as the subject. Contact: General Editor Dr. Naren Chitty, Internet E-mail: NCHITTY@PIP.ENGL.MQ.EDU.AU; address: ME/JIC, Mass Communication Discipline, Macquarie University, North Ryde, NSW 2109, Australia.

- *Communicators in Business Magazine* is the newly revamped and very informative publication of the BAIE Communicators in Business, 3 Locks Yard, High Street, Sevenoaks, Kent TN13 1LT, England; phone: 0732 459331; fax: 0732 461757. Founded as the British Association of Industrial Editors, the organization now has over 1,000 members, with strong U.S. links via IABC and to similar European groups. Free sample copies available.

Other useful international resources of interest to AEJMC Public Relations Division members include:

- *Studies of Broadcasting: An International Annual of Broadcasting Science*, in English. Contact: Theoretical Research Center, NHK Broadcasting Culture Research Institute, 2-1-1, Atago, Minato-ku, Tokyo 105, Japan. Free subscription.

- Sample issue of *Circuit Newsletter*, from the Centre for International Research on Communication and Information Technologies, 1st Floor, 4 Riverside Quay, South Melbourne, 3205, Australia.

- *Media Perspektiven*, a quality German-language journal analyzing mass communication developments. Contact: Dr. Klaus Berg, Verantwortlich, Am Steinernen Stock 1, 6000 Frankfurt am Main 1, Germany. Free subscription.





Public relations and school integration: "Compact" facilitates multicultural change

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(written expressly for PR update)

How important is public relations to school districts participating in metropolitan-wide school integration programs? Public school districts in the Milwaukee area are finding out just how important it is. School integration is not implemented without opposition, without incident, without expense, and without controversy. Milwaukee's program is no exception.

According to the 1990 census, the Milwaukee metropolitan area is among the most racially segregated urban areas in the country. It is also the only urban area in the nation with a completely voluntary (no court involvement) city-suburban school integration program. It is the oldest such program of its type in the country.

Milwaukee is also the site of an experimental and just as controversial state-funded private school choice program. In 1993, the state paid vouchers directly to private schools for each choice student. Supporters of choice have attacked the city-suburban integration program, asking that state funding for integration go to the choice program instead. In Wisconsin, there is no lack of educational programs competing for school integration monies.

The state-funded voluntary interdistrict student transfer program began in 1976 when the Wisconsin Legislature declared that it is the policy of the state to facilitate the transfer of students between schools and between school districts to promote racial and cultural integration, and that it is a proper state expense to encourage such transfers through the provision of special funds. These special state aids are commonly known as "Chapter 220."

In the Milwaukee area, the widely acclaimed voluntary interdistrict integration program began in 1976 with the participation of Milwaukee Public Schools and nine suburban districts. About 300 transfer students were involved in the program during that first year. In 1984, the Milwaukee Board of School Directors initiated a lawsuit against suburban districts aimed at increasing racial integration in the metropolitan area. This lawsuit was settled out of court in 1987. The resulting Settlement Agreement was signed by Milwaukee, 23 suburban districts, the Milwaukee branch of the NAACP, the Governor, and the State Superintendent of Public Instruction.

Today, 17 years after it was created, there are about 7,000 voluntary transfer students in the program. Approximately 6,000 Milwaukee resident minority students (African American, Hispanic, Asian, and American Indian) voluntarily transfer to suburban school districts; close to 1,000 white suburban resident students transfer to Milwaukee schools. It has become one of several choices that parents have for their children's schooling.

The Compact for Educational Opportunity is the organization established by the five-year Settlement Agreement to oversee the implementation of the program and to provide all of the needed services such as staff training, public information, research, student and parent services, and complaint resolution. It considers all of the

approximately 180,000 students in metropolitan area schools to be its clientele. School integration affects all children, not just a few transfer students.

During the first several years of the Settlement Agreement, there were a number of racial "incidents" in participating school districts, some of which received extensive media coverage. In a few cases, negative comments about integration and race relations on the part of highly placed public officials contributed to racial incidents in both the city and the suburbs. In one suburban school, white students loudly quoted a white official as they tried to bar minority students from entering the building. In a city school, minority students declared a "kill a whitey day" after a black official boldly threatened violence if more economic programs for the inner city were not created.

When incidents such as these occurred, many school officials were unprepared for the degree of negative attention focused on the district. They frequently tried to avoid media people altogether or exhibited a very antagonistic attitude toward them. Almost all of the districts lacked staff trained in public relations. Therefore, when an incident occurred, media relations were often handled poorly. In most cases, there were no contingency plans for such things as rumor control or designated spokespersons. In one case, a high school principal barred the press from the school and even covered windows with brown paper to prevent them from observing what was taking place.

Public relations quickly became a top priority for the Compact. A detailed public relations plan was developed and a public relations specialist hired. For the last three years, the Compact has provided on-going training and technical assistance in school public relations to the 24 districts in the consortium. This training is provided by the Compact's office of research, marketing, and public relations, consisting of a manager, a marketing and public relations specialist, and support staff.

The Compact's public relations efforts encompass a wide variety of activities that include the dissemination of numerous publications, multicultural events such as intercultural communication seminars and human relations training workshops, public hearings and information sessions, on-going radio and TV appearances of staff and school officials, news conferences, and regular meetings with print and broadcast media people.

The value of an organized, well-planned, and aggressive public relations program for school districts undergoing integration should not be underestimated. Integration is an emotional issue, especially when the term "busing" is used. It is a costly program to implement. It has a strong and lasting impact on schools and communities, particularly on previously all-white communities. It also requires extensive staff training in human relations, multicultural curriculum, and crisis management.

Providing the public with accurate and detailed information is an important part of public relations for programs of this nature. A recent evaluation of the integration program, for example, provided significant evidence that its primary goal — to promote the racial and cultural integration of schools in the metropolitan area — was being met. Over 98% of a sample of approximately 200 city and suburban voluntary transfer students reported cross-race friendships. Significantly, well over half of these friendships were more than casual; students had been invited into the homes of their cross-race friends.

The dissemination of research results such as these plays an important role in keeping the primary goal of the program in the mind of the public. Detractors of the program attempt to discredit it by focusing on academic achievement, transportation, or cost issues, ignoring the potential high cost of the most likely alternative — a court-mandated and monitored school desegregation program and the removal of local control from school boards and district administrators. Countering such criticism and uninformed attacks requires an on-going data collection effort along with a timely and effective program of public information.

The Compact's ongoing public relations efforts led to positive results when the program came under increased attack in 1992-93, the final year of the five-year agreement. The questions became, "Should the state in this era of shrinking resources continue to fund integration programs?

If not, what are the alternatives? Will we end up back in court?" As the Legislature re-examines state support for the program, all 24 participating school districts have already approved a two-year extension of the program as currently structured.

The positive, cooperative, and close relationships nurtured by the Compact with the print and broadcast media, with state and local government, and with community agencies, parents, and the private sector eventually contributed to strong editorial support for continuation of the program on the part of the two major newspapers and the largest TV station in the metropolitan area.

The *Milwaukee Journal* recently pressed for continuation stating that "enlightened self-interest argues for preservation of the program. Kudos to the negotiators for holding it together." The *Milwaukee Sentinel* criticized the Governor for recommending termination of the program in 1995 and pointed out that the integration program "has offered children of all races a different educational experience in an integrated setting," and that continuation for only one more budget period is "too short a time for a program that has proved its social value..."

As the size and controversial nature of the program grew, many of the participating school districts actually began to recognize the need for better public relations, especially with respect to relations with the media. On several occasions, the Compact public relations staff was able to facilitate communication between them.

In 1991, for example, Community Newspapers, Inc., a consortium of 22 weekly newspapers distributed throughout the metropolitan Milwaukee area, solicited the Compact's assistance for doing an extensive three-part series entitled "Chapter 220: Changing the Face of Suburban Schools." Despite a few shaky moments, extensive interviews were eventually conducted by over 25 reporters with numerous school officials, teachers, parents, and students throughout the metropolitan area. The series later received a national first-place award for in-depth reporting in the 1992 editorial competition of the Suburban Newspapers of America.

Even the top media people themselves intimately experience the effects of such a comprehensive school integration program. A good example is the executive editor of Community Newspapers, Inc., a white suburban resident, who reported that his daughter's best friend was an African American voluntary transfer student from Milwaukee. This, he said, brought about positive social contact between the two families. The experience motivated him to look at the impact of the interdistrict integration program in greater depth.

Among the Compact's public relations objectives is the sponsoring of public relations meetings and workshops which foster a better understanding among the participating districts of their public relations responsibilities in support of the Voluntary Interdistrict Student Transfer Program.

In addition to the ongoing technical assistance, various training opportunities have been provided. David Lawrence, Jr., the president of the American Society of Newspaper Editors and publisher/chairman of the *Miami Herald*, was brought in to address the issue of increasing diversity as it impacts on the role of the media. Speakers such as Lawrence provided a national perspective to the local scene, helping to open people's eyes to the changing nature of our society and, in particular, to the demographics of cultural diversity. Other workshops sponsored by the Compact addressed related issues such as racial bias and stereotypes, the impact of the mass media on education, and the "informal curriculum" of community institutions outside of schools.

Two workshops on the topic of developing good working relationships with the media were conducted in 1992 consisting of panels of print and broadcast media representatives. For the first time, school administrators were provided with opportunities to participate in lively and fruitful dialogues with media people regarding their role when covering school issues. Both sides stated that they learned from each other.

As media coverage of the program became more extensive, the Compact administered a school public relations needs assessment to district administrators which, in turn, led to the development of a

The Compact for Educational Opportunity's Public Relations Plan contains the following policy statements:

- Advocate for and promote the organization.
- Develop all available communications to improve the organization's image.
- Run an efficient program of publicity, promotion, and community affairs.
- Keep the... general public informed about issues of racial and cultural diversity.
- Contribute to an improved climate of opinion about integrated education.
- Promote the value and benefits of integrated, multicultural education for all citizens.

KANSAS CITY — HERE WE COME!!

by Maria P. Russell, Syracuse University
Syracuse, New York
PR Division Vice-Head and
1993 Convention Program Chair

After nearly a year of hard work, I want all members to know that their PR Division Executive Committee has done an excellent job of planning and organizing an information-packed program just for you at the 1993 Annual Convention.

Come early — we have three pre-convention events on Tuesday, August 10—and stay late—we're one of the few Divisions to have a Sunday (August 15) morning session. Thanks to a team effort, our activities range from the traditional refereed paper sessions (five this year!) to off-site favorites (this year's version is called "Midwest Creativity—Kansas City Style"), to opportunities to meet with practitioners on a variety of mutual interests (e.g., research, internships, ethical behaviors), to interactive sessions (e.g., round table peer discussions of solutions to teaching challenges).

Pack your bags! We're goin' to Kansas City!

Pre-Convention Highlights

If you plan your travel arrangements carefully, most members can arrive in Kansas City just in time for... lunch! What a nice way to begin an activity-packed week. At 12:30 on Tuesday, August 10, members will be joined by area practitioners from IABC, PRSA, WICI, and the local Press Club for a convivial meal and two excellent panels.

Our goal here is to explore two intertwined issues: first, how practitioners can find, assimilate, and apply current scholarly research to their day-to-day work; and secondly, what kinds of innovative ventures can educators and practitioners collaborate on to make education more relevant for students. Bill Adams (Florida International) will preside over both panels, first as James Grunig and Larissa Grunig (both of Maryland) review the methodologies and findings of IABC's research project on "Excellence in Public Relations"; and Walter Lindenmann, Ketchum Public Relations, reviews the current state of the art in applied research.

After a brief break, Bill will moderate a panel of professionals, seeking to end the unnecessary bashing of educators by practitioners and practitioners by educators that sometimes occurs, instead seeking concrete avenues of collaborative efforts between the two groups.

Be sure to add this event to your general registration; \$20 includes lunch and materials.

More on Tuesday Afternoon

We hope you'll return later for an excellent two-part workshop on diversity. In the first hour, Debra Miller (Florida International and author of the newly published *Multicultural Communications: A Bibliography*) will lead us in "Teaching Communications Educators How to Sensitize Their Students to a Multicultural Society." In the second hour, Marilyn Kern-Foxworth (Texas A&M and winner of the 1993 Kriegbaum Under-40 Award) will take a different twist to diversity: "Sensitizing Journalism Faculty and Administrators

to the Needs of Female and Multi-Racial Students." Both women promise handouts, teaching tools, and samples. Cost of both sessions is \$10; pre-registration is encouraged.

Tuesday Is Not Over Yet!

We started with lunch; let's end with dinner! We'll meet some new colleagues as we join forces with The Advertising Division in a session called "Teaching Challenges and Creative Solutions." Todd Hunt (Rutgers) and Jim Marra (Temple) have put together a stimulating, informal evening in which our members are the focus. Starting with a buffet supper, you'll have your choice of table topics: Internships; Campaign Development; Integrated Communications; Teaching Writing Skills; Student-Run Agencies; and Teaching Advanced Courses (e.g., research, management). Bring your best ideas, techniques, sample syllabi, questions, and solutions. Throughout the evening, you'll have a chance to table-hop to three of the six topics. The cost is \$20 for the buffet dinner and all materials. Pre-registration is encouraged; walk-in registration will be available at the door on a space-available basis.

How About a Nightcap?

Satiated by a day of ideas, members of the Public Relations Division will be hosted at a 9:30 p.m. reception sponsored by PRSA's Educational Affairs Committee.

Five (Count 'Em—Five!) Paper Sessions and More

You asked, we delivered. Throughout the convention week, we've distributed five sessions devoted to the presentation of competitively selected papers. On Wednesday, Debra Miller will present the authors of the top three teaching papers, and each will be recognized with a cash award from IABC. On Thursday, August 12, Carolyn Cline (Southern California) will introduce authors of the top three faculty research papers and the top student research paper. On Friday, we will join forces with the Advertising Division in an interactive paper session, which means that the audience will have the opportunity to hear brief oral summaries and then meet with the authors of six competitively chosen research papers. We move to Saturday with two back-to-back research paper sessions, the first with Glen Cameron (Georgia) as the discussant for four papers; the second with Don Stacks (Miami) moderating audience interaction for another group of four papers.

The Division commends each paper competition chair for her work: Carolyn Cline (research papers); Donna Besser Stone, Chattanooga (student papers); and Debra Miller (teaching papers). We especially thank members of the Division who served on the juried panels; a record number of entries in each category this year meant our judges did yeoman's work.

And... let's not forget a different, but also valuable program: on Sunday morning (make your travel arrangements accordingly), Elizabeth Toth (Syracuse) of PRD and Sue Kaufman (Eastern Illinois) of the Commission on the Status of Women, will lead a working papers session for authors

involved in "Old Issues, Unresolved: Women's Status in the Academy." This is the sixth year of this popular conclave.

There's Lots More. . .

It's hard to showcase all of the excellent sessions planned for the convention, either in the pre-conference booklet or even in this newsletter. But here's a sampling of them:

- "Sexual Harassment: What Every Educator Should Know," an excellent panel of experts recruited by **Judy VanSlyke Turk** (South Carolina), Wednesday.
- "Technology and the 24-Hour Workday," a panel of educators and corporate practitioners, coordinated by **Eugenia Zerbinos** (Dayton), Wednesday.
- "Studying Newswork: Television's Reliance on Source-Originated News," on Thursday, featuring our members **Lynne Walters** (Texas A&M) and **Charles Salmon** (Emory).
- "Conflict in Communication Ethics: When Journalism, Public Relations, and Community Ethics Conflict," a Thursday panel focusing on a case study in St. Louis. Our Division will be represented by **Don Wright** (Alabama) and **Sharon Yoder** (Cal State-Chico).
- "Midwest Creativity: A View of Kansas City's Advertising and Public Relations," featuring an off-site visit on Friday to KC's largest agency.
- "Integrating a Multidisciplinary Perspective into the 'Intro' Course," with **Todd Hunt** and **Donna Besser Stone** in a Friday session.
- "Ethical Considerations in the 1990s: How Do We Erase the Greedy 1980s?," a panel developed by **Richard Alan Nelson** (Kansas State), featuring educators and practitioners, including **Hill & Knowlton** senior executive **Tom Ross**, Friday.
- And, last, but certainly not least: On Saturday, a teaching session on "The Use and Abuse of Interns in Recessionary Times," organized by **Jason Berger** (Central Missouri State).

Amy Fisher in Kansas City?

Well, not Amy Fisher herself, but her attorney in the sensational Long Island trial will be there in a fascinating discussion of "Practicing Public Relations on the Court House Steps," Wednesday, August 11, hosted by the PR and Law Divisions. **Suzanne Roschwalb** (American) has pulled together an excellent panel: Fisher's attorney, **Eric Naiburg**; the chief judge for the U.S. District Court in Wichita, Kansas, **The Hon. Patrick Kelly**; a lawyer/educator at American, **Richard Stack**; and *Washington Post* law reporter, **Saundra Torrey**.

Who Will It Be?

It's not that we're being secretive, but. . . As of press time, even we don't know which senior White House communications official will be our guest speaker at our Division luncheon on Thursday, August 12th! But as events unfold in our nation's capital, we do know that this will be worth the price of admission! Our Washington insider, **Suzanne Roschwalb**, is in frequent contact with the powers that be, and the luncheon address couldn't be more appropriate: "The Changing Face of Political Public Relations." Several awards will be announced, and we will pay tribute to one of our own: **Judy VanSlyke Turk** (South Carolina), recently voted president-elect of AEJMC. Cost is \$25 per session. **PR**

See the special insert section for more details!!!

PRUST: Multiculturalism

(continued from page 7)

series of school public relations training workshops specifically developed for administrators and utilizing nationally-known trainers.

The series began in September of 1992 with a workshop conducted by **Bill Baxter**, chairman of the Department of Advertising and Public Relations at Marquette University in Milwaukee, on the topic of strategies, tactics, and timing in school public relations. Later that year, **Richard Alan Nelson** of the A. Q. Miller School of Journalism and Mass Communications, Kansas State University, conducted a workshop on how strategic public relations planning can benefit school districts. In early 1993, **Shirley A. Ramsey** of the H. H. Herbert School of Journalism and Mass Communication, University of Oklahoma, taught district administrators how to plan and conduct focus groups.

Evaluations of these initial three training sessions, although very positive, made it clear that there existed a tremendous amount of diversity among district administrative staff in their level of knowledge and experience in public relations. This led to the conclusion that a greater balance had to be struck between individual and shared district needs in future Compact services.

Multidistrict school public relations training will continue during the 1993-94 school year. It will begin in September with a workshop by **Marilyn Kern-Foxworth** of Texas A & M University focusing on public relations plan implementation and evaluation, media relations, and public relations needs unique to integrated settings. Additional training opportunities will be offered later that year, on both the multidistrict and individual district levels.

Each participating school district has been encouraged to develop and implement a comprehensive public relations plan as part of their overall strategic planning. Minimally, public relations strategies should be part of each district's crisis prevention and intervention policies and procedures.

Whether they are aware of it or not, school districts are continually engaged in public relations. A short-tempered board president, an inattentive receptionist, a cloistered principal, an insensitive teacher, a superintendent who doesn't return phone calls, a lack of contact with parents, poorly maintained physical facilities — all of these things create negative images of the district in the eyes of the public. Awareness of exactly what public relations is, and how it will take place with or without a proactive plan, is a major training objective.

The Compact's overall public relations goal for its client districts is twofold. In addition to running an efficient program of publicity, promotion, media relations, and community affairs, it is anticipated that each district will develop and implement strategies which improve the climate of opinion related to issues of racial and cultural diversity. Evaluating and reformulating a district's public relations activities, particularly in the midst of rapid changes in demographics and economics, is an important part of this process, also.

Racial and cultural diversity is not a temporary demographic trend. By the year 2035, fully 50% of the school-age population in the United States will be comprised of racial minorities. School districts are now in the midst of this enormous transition. It impacts every facet of district structure and function. In 50 years, there will no longer be a white majority and a non-white minority. We will simply be a multi-racial and multi-ethnic society. Getting this message across effectively to our school districts and various other publics is a key factor for empowering and facilitating positive and productive change in our communities and in society at large. **PR**

• **PR**update/ July 1993/ 9



Tips on research grant seeking— Empowering public relations faculty

by Kathleen S. Kelly, Ph.D., APR

Department of Communication

University of Southwestern Louisiana, Lafayette

(written expressly for PR update)

Money talks, and you should be in on the conversation. Whether we like it or not, universities value those faculty members who bring in sponsored research grants. They value them for the additional prestige that comes with external funding; they value them for the "hard" evidence of research productivity that can be measured by external funding; but they value them most of all for the discretionary dollars brought to university coffers. In other words, faculty who win research grants also win power within their university.

Public relations faculty should be more active in the grant-seeking arena. Not only would they gain more—and often much needed—power, but research grants are indispensable when it comes to conducting research of a national or international scope (i.e., when undergraduate students or the local PRSA chapter just won't do as a study's population). In these times of budget cutbacks, grants additionally can provide travel funds that would allow public relations faculty to present the results of their research at academic meetings. (Did you look at your expenses for the AEJMC conference in Montréal last August?)

Fine, you say, but there just isn't research money out there for studies on public relations problems. That's the traditional excuse usually given by faculty in all the sub-disciplines of communication. But lately I have found that excuse a little flawed. Look at the grant of more than \$200,000 awarded by IABC to Jim and Laurie Grunig, Dave Dozier, Bill Ehling, Jon White and Fred Repper for their six-year study of public relations excellence. In 1991, Katie Theus got a grant of more than \$100,000 from the Department of Education. How about some of the applied research grants from

state government agencies that the faculty at Cal State Fullerton regularly get? On a smaller (but more personal) note, I've been awarded four research and two instructional grants, totaling \$47,135, during the last 18 months.

The key—just as it is with getting published in a journal—is persistence. (I neglected to mention the \$154,500 in grants I applied for, but *didn't* get last year.) To illustrate this point, let's look at engineering as a model. It is an understatement to even say that there is a great deal more money available for research on engineering than on communication. But most engineering faculty and their departments work hard to build funding relationships, particularly with federal government agencies. The dean of the engineering college at the University of Maryland told me seven years ago that a new assistant professor in his school is given complete course release for the first year; his or her sole job is to write research grant proposals and get funded *before* going into the classroom. The second year, the new faculty member is given partial course release, and by the third year, if he or she doesn't have at least one grant to support his or her research and bring in discretionary dollars for the school and university, chances are tenure is not a viable outcome.

This emphasis (some may say inappropriate emphasis) given to obtaining research grants symbolizes the old saying, "If at first you don't succeed, try, try again." So tip #1 is get into the habit of regularly submitting grant proposals. Start with in-house grant programs funded by your own university or state. They may be relatively small, but the experience will teach you a lot and add to your vita. For example, I didn't realize that a budget line item for dissemi-

nating research findings through paper presentations at academic meetings generally was not only acceptable, but appealing to in-house funders until I had written my second internal proposal. (It makes sense; this is a selective way institutions can document that they support faculty development.)

The following are a few other tips useful in obtaining grant funds.

• *Research, research, research for possible matches between funders and your research interests.*

Fund raisers know from experience that research is the first and most important step in the four-step process of fund raising. Before starting, ask yourself: What individuals, corporations, foundations, and government agencies have supported projects similar to mine in the past? Does my project meet one or more of the prospective donors' objectives? Are the donors ready to give?

For example, has a particular foundation funded a similar or related research project? Most campus development offices are paid members of the Foundation Center, which can provide such a list—for a fee of around \$100—based on the grants information of more than 26,000 foundations it keeps on file. Once you have a list of foundations, write the most promising for a copy of their annual report. This will give you a better understanding of the philanthropic objectives of the foundation (usually described in great detail in its guidelines for giving) and its readiness to give (e.g., amount given in grants each year, geographic restrictions, and deadlines for proposals).

• *Cultivate, cultivate. As it is unwise to ask a stranger to marry you just because he or she is single, it also is unwise to ask donors to give to you just because they have money.*

Fund raisers know that about 60 percent of the fund-raising process is cultivation, the second step of the fund-raising process. Donors do not give to strangers; they must know of you, your department, or your institution. Compare your list of potential donors to those who have supported your institution or department in the past. They are your best prospects because—theoretically—they have a high degree of confidence in your ability to complete the project to their satisfaction.

My recent \$35,000 grant from the Lilly Endowment stemmed not only from the immediate funding, but also from the fact that Lilly is the fifth-largest foundation in the world, with assets of \$3.6 billion. Assuming that the current project is successfully completed, Lilly will be my best prospect for future research grants.

If you haven't gotten that first important grant yet (and you don't teach at Harvard or Yale), spend some time cultivating prospective donors. Send copies of your new book with a cover letter to potential donors. Make sure they are on mailing lists for university publications and departmental newsletters. Invite past, current, and future donors to appropriate events sponsored by your department, such as symposia. Invite representatives of likely funding sources to serve on your department's board of visitors. Establish personal contacts by telephoning staff members to ask relevant questions. Visit them.

• Solicitation is only five percent of the fund-raising process. If you've done a good job of researching and cultivating, this is the easiest part.

When possible, submit query letters rather than formal proposals to representatives of funding sources (name and title of an appropriate representative is an essential finding of your prospect research). Open your query letter with the sentence, "I would like to explore with you the possibility of the X Foundation funding a research grant to support Y & Z." Tell the representative why you think this proposal is a good match for the donor (i.e., how the project meets at least one of the donor's philanthropic objectives). This indicates to the donor representative that you have done your research and that there is solid reason-

ing behind your selection of this particular funding source (which makes it difficult to turn down your request).

Use the letter to introduce yourself, emphasizing your qualifications to conduct the research. Enclose a 5- to 10-page *draft* proposal, including a tentative budget (be sure the total amount requested is within the range of the donor's previous grants). Close your query letter with the sentence, "I will call you within the next two weeks to discuss this request and to answer any questions you may have." Then wait eight weekdays and call. If the representative is unavailable, leave a message; wait two days and call again. Repeat two times if necessary (three calls is standard practice in fund raising; it is often necessary and is not excessive).

Even if your particular project is turned down, (it can't be rejected if you've done your research), your phone call will have begun a valuable relationship that may yield results further down the road. The procedure just described helps public relations educators practice what they preach: Establish two-way communication—a dialogue—between them and potential funders. Following Jim Grunig, I call it two-way symmetrical fund raising.

• Stewardship is the important fourth and final step. Remember, your best prospective donors are previous donors.

Once you get the grant, follow the rules. Spend the money as you said you needed it (this is not a good time to make major changes in your budget, so prepare your draft budget with great care). If you do need to change elements of the project, such as budget or time frame, consult the donor. Maintaining two-way communication, first call to get a one-on-one reaction to the changes, then write a formal letter summarizing the agreed upon change request.

Too many short-sighted grant recipients grab the money and run, leaving strategic communication with the donor to staff members in the sponsored research or development office.

In closing, here are some other details that you may wish to consider:

Summer salary should be of primary importance when seeking external

funding for a research project. Corporations, foundations, and government agencies recognize the importance of salaries for uninterrupted summer months devoted to research.

Course release during the academic year provides discretionary income for your department or university. Warning: This may be a politically volatile issue; tread carefully until you are generating enough money with which to negotiate; be prepared to compromise.


The same economy is true for overhead charges, which may run as much as 50 percent or more of the project costs, and indirect charges. Their use is negotiable.

Include travel expenses to academic meetings. Most donors appreciate the importance of being on the "cutting edge" of research and disseminating your project findings. Be sure to give

credit to funding sources on all papers and articles related to the funded research. Send copies to the donor.

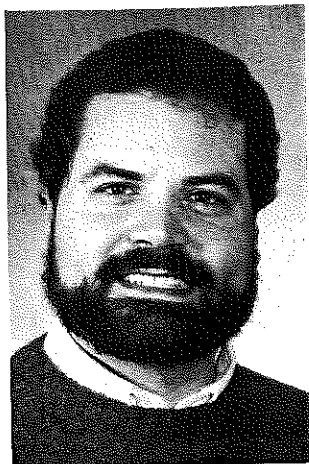
Always demonstrate your university's and department's financial contribution to the proposed project.

Unlike account executives, public relations faculty are not used to keeping track of billable hours or support expenses. It is surprising to many non-administrators how costs can add up for long-distance telephone calls, photocopying, postage, and ordinary supplies, such as letterhead and envelopes. Do you and your department favor: include supplies, phone charges, photocopying expenses, and postage in line items of your proposals' budget. More pragmatically, you can protect your project from budget cuts when you have the foresight to include such expenses.

From Louisiana, I wish you good funding! 

"...faculty who win research grants also win power within their university."

— KATHLEEN KELLY



Accreditation analysis: PR equals 21% of communications graduates

by Charles A. "Chuck" Lubbers, Ph.D.

Assistant Professor, Public Relations Sequence

A. Q. Miller School of Journalism and Mass Communications
Kansas State University, Manhattan

(written expressly for PR update)

Most academic disciplines find it useful to analyze the composition of programs offering degrees within their academic field. Because public relations courses are taught in a variety of different academic units (for example, business, journalism, communication studies, and speech), such comparisons are particularly difficult. This report outlines a few of the initial conclusions drawn from research conducted by a faculty team I headed from Kansas State University using one of the most extensive collections of information on public relations programs now available—the self-study documents prepared as part of the ACEJMC program accreditation process.

This investigation, conducted in October 1992, analyzed all the self-study documents (a total of 76) on file at the ACEJMC national office at the University of Kansas. In general, the schools were going through review during the years 1986 to 1991. Data were collected on various elements of each program. For example, data concerning the number of undergraduate students, graduate students, and degrees awarded were recorded for the entire program and the public relations sequence.

Because we are particularly interested in public relations programs for this report, only those programs offering a sequence in public relations (N=46, 60.5% of the total) were considered for the analysis.

In Table 1, the results concerning the number of students and degrees awarded in those schools with a public relations program are presented. The information is summarized for the total number of students, as well as for those in the public relations option. However, four schools with a public relations program did not report all of the requested information about the public relations program. Thus, Table 1 summarizes

the results for the 42 schools which have a public relations program and provided all the requested information.

Below you will find three measures of the contribution of the PR sequence to the overall undergraduate program. The percentages are based upon the numbers in Table 1.

1. *Percentage of Undergraduate Students enrolled in PR*
(5,435 / 32,633) = 16.65%
2. *Percentage of all Bachelor Degrees awarded in PR*
(1,308 / 6,222) = 21.02%
3. *Percentage of the Total Number of Seniors who are in PR*
(2,145 / 9,444) = 22.71%

The difference between the percentage of undergraduates in public relations and the percentage of seniors and percentage of degrees awarded is probably due, at least in part, to the existence of "Pre-Journalism/Mass Communication" or "Undecided" options in many programs. These options generally attract or "house" first- and second-year students.

Allegations that resources devoted to public relations education are inadequate for the numbers of students taught have long been raised, but not proven. However, the data drawn from the ACEJMC self-study reports now may provide some support. Certainly, finding that public relations students make up a fifth of all students in nationally accredited programs where PR sequences are featured raises interesting

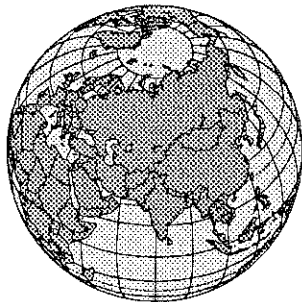
questions about academic allocation and decision making.

Readers should be aware that information about each of the full-time faculty members was also recorded, including the number of public relations and non-public relations

classes each of them taught, their academic position/title, and gender. Although the findings regarding faculty are not addressed here, they will be outlined in more detailed articles currently in development. **PR**

TABLE 1 - Results on the 42 schools with a Public Relations Program and Reporting Bachelor's Data

	Sum	Min	Max	Range	Mean	Median
All Seniors	9,444	22	749	727	224.86	204.0
Total # of Grad Students	1,738	0	205	205	41.38	32.0
Total # of Students	34,371	45	4,230	4,185	818.36	670.0
All Bachelor's Awarded	6,222	9	720	711	148.14	90.5
PR Seniors	2,145	1	183	182	51.26	45.5
Total PR Students	5,435	2	525	523	129.40	110.5
PR Bach. Degrees Awarded	1,308	1	124	123	31.14	24.0



Unscrew the Inscrutable

by Susanne Roschwalb

Assistant Professor, School of Communications
American University, Washington, DC

It was April 1991 at Kiev State University in the Ukraine. **Mary Ann Yodelis Smith**, leader of the AEJMC delegation to the then Soviet Union, asked a group of journalism students whether anybody would like to study in the United States. The response was frozen silence. All but one of the students were too intimidated to speak. But 20-year-old **Marianna Kozintseva** stood up and said, "Of course everybody here would like to study in the U.S. because we need to learn as much as possible." But she alone proceeded to collect cards from members of the delegation. One of the cards she collected was from me. I told her if she got herself to the U.S., I would do what I could to get her to American University.

In May 1993, Marianna graduated from the American University with a M.A. in Journalism and Public Affairs. In the preceding weeks, as an intern with the *Chicago Tribune*, she interviewed Mikhail Gorbachev in Charlottesville, Virginia, The Dalai Lama during his visit to Washington, and attended the White House Correspondents Dinner where she heard a talk by President William Jefferson Clinton. She is currently interviewing at the United Nations for a job that will help her learn more about the insides of foreign policy and how better to analyze the world. Within Marianna's experience lies many lessons. The plot involves increasing conditions for educational exchange and decreasing financial aid. It relies on person-to-person relationships to accomplish what institutions and governments seem too overgrown or overburdened to achieve. The protagonist learned, along with the radiated water from Chernobyl that she grew up with, to focus on a vision and let nothing distract her from that.

In the world of U.S.-Russian public relations, there is now something of a boom.

That same AEJMC delegation included several public relations and advertising delegates. When we told people we were going to Russia, they expressed disbelief. What role could public relations possibly have in Russia? While there, we were told that public relations would be their salvation — by newspaper editors trying to become independent, by university professors in St. Petersburg, Kiev, Minsk, and Moscow, desperately seeking textbooks, by individuals trying to privatize. Today, the Russian Embassy in Washington has a staff person with public relations functions. She is building bridges with Russian émigrés and was responsible for a campaign to promote absentee ballot voting in the April election challenging Boris Yeltsin. She is promoting cultural events such as the 100th anniversary of the birth of Sergei Rachmaninoff. The new exchanges offer challenges and opportunities.

Over 20 U.S. companies are currently operating in the Russian PR market, primarily based in Moscow. They offer a standard set of services: organization of advertising campaigns, marketing studies, contacts with mass media, and the organization of press conferences and presentations. Those sent by Washington, DC-based offices including Apco and the Widmeyer Group are particularly involved in handling crises and lobbying in state and private commercial structures, as well as political campaigns. No doubt, the rush to learn how U.S. PR experts do it will continue for some time.

American educators who will be teaching public communications to Russian students might bear in mind some guidelines recommended by Russian historian **Robert Conquest**. In his 1993 Jefferson Lecture in the Humanities, "History, Humanity and Truth," Dr. Conquest warned, "We need to avoid projecting on other cultures our own feelings,

ideas, and concepts." He urged that we guard against the tendency to teach models. "Schematic methods are much easier to teach and learn than knowledge or judgment ... Measurables should not be allowed to metastasize over the culture." We should concentrate how to teach what Marianna Kozintseva called how to analyze the world and others have called how to unscrew the inscrutable.

• • •

National differences impact public relations. Knowledge of cultural nuances, particularly related to public relations skills, has great implications for the success of communication practitioners involved in global communication. In fact, international academic and field opportunities have never been more possible for our profession, says **Bonita Dostal Neff**. She participated in a May 1993 ICA conference panel focusing on public relations developments in the Commonwealth of Independent States, assessed in terms of a multicultural and international paradigm. Neff points out recent political events introduced Russia to more outside contacts with other countries, including the U.S. Representing the Russian Federation for the first time, **Inna Novikova** and **Alexander Chibsov**, both of Aces Moscow, joined the International Public Relations Association (IPRA) in 1991.

Neff points to imbalance in Russian language study as a concern to PR professionals interested in the Commonwealth, as these figures for U.S. colleges document: Spanish 533,607, French 272,555, German 133,380, Italian 49,726, Japanese 45,717, Russian 44,384.

A national survey of U.S. public relations education also revealed few international and/or multicultural courses offered in PR (Neff, 1990, *ACA Bulletin*). For a full copy of either paper, contact Dr. Neff at Valparaiso University, Dept. of Communication, Valparaiso, IN 46383 USA. Bitnet: "BNEFF@VALPO" **PR**

Book Project to Aid Baltic Communication Departments

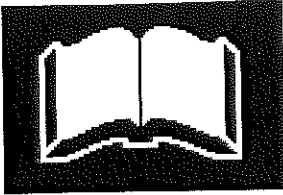
A project to assist universities in newly independent nations in the Baltic area has been established, soliciting donations of communication textbooks and scholarly books on communication topics.

The Baltic Area Library and Textbook Improvement Campaign (BALTIC) is seeking books published after 1980, as well as classics of communication scholarship, in good-to-excellent condition. Both English and German texts are needed for these topics: mass communication and society, communication theory and research, media management and economics, reporting, editing, layout and design, graphics and photojournalism, advertising and public relations.

The campaign will aid mass communication and journalism departments at Tartu University, Estonia; University of Latvia, Riga; St. Petersburg University, Russia; Vilnius University, Lithuania; and Warsaw University, Poland.

Books can be brought to a collection site at the AEJMC conference in Kansas City, August 11-14, 1993. Otherwise, ship or mail to: **Robert G. Picard**, Visiting Professor, Turku School of Economics, Rehtorinpellonkatu 3, SF20500 Turku, Finland. BALTIC is organized by Picard; **Kaarle Nordenstreng**, University of Tampere, Finland; and **Steve Pasternack**, Fulbright Professor, University of Latvia. **PR**

• **PRupdate/ July 1993/ 13**



Book and video reviews

Featured Review

International Public Relations, by Joyce Wouters (New York: Amacom, 1991); 308 pages.

Wouters spent 25 years as a senior public relations executive in Asia and Europe. *International Public Relations* draws on this experience to offer the reader—whether a corporate executive, a seasoned practitioner, a consultant, a marketing professional, or an academic—sound guidelines in exploring new markets outside the United States. Wouters calls the globalization of public relations a fantasy. She strongly rejects Theodore Levitt's claim that people around the world are alike and refutes the belief that companies can make use of the same brand names, packaging, and communication strategies in all markets. Wouters further asserts, "To assume that people who use the same product have the same culture, ideas, or other entrenched similarities is gross oversimplification. It is in fact astounding how not only countries, but areas of our own country, have retained their special uniqueness."

The book describes the interaction of public relations and marketing across cultures. Cited are case histories that highlight lessons drawn from failures and successes. Though *International Public Relations* focuses on retail and consumer businesses, many of its ground rules are applicable to any industry. The author contends that overseas opportunities are not confined to France, Germany, Spain, the United Kingdom and other familiar European countries. Rather, international public relations/marketing practitioners should look to growth opportunities in Hong Kong, Singapore, South Korea, Taiwan, Malaysia, and Central/Eastern Europe.

—reviewed by Ali Kanso, Kansas State

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Applied Organizational Communication: Perspectives, Principles, and Pragmatics, by Thomas E. Harris (Hillsdale, NJ,

Hove, and London: Lawrence Erlbaum Associates, 1993); \$34.50, paper; \$89.95, cloth.

Lawrence Erlbaum Associates continues to publish many new works of importance to PR scholars and practitioners and their free public relations catalog is recommended. However, other books in related fields such as organizational communication sometimes get overlooked. Partly this is due to the fact that public relations specifically is not mentioned in many of the studies. This is doubly unfortunate, for much of value to theory building and real life practice is available in this literature.

Harris, who is on the faculty of the University of Alabama, does a good job in summarizing the field and its literature. The 14 chapters begin by applying open systems concepts to organizational communication, then taking us through theories of perception and management, moving to verbal and nonverbal communication networks and behavior, outlining what makes for effective interpersonal and small group leadership, reviewing conflict management and motivation, and concluding with the implications of new communication technologies. Appended are author/subject indexes.

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Inside Public Relations Today (Videotape and accompanying handbook), available for \$20 cost of production from Dr. Glen T. Cameron, ATTN: Inside PR Video, Department of Advertising/Public Relations, Henry W. Grady College of Journalism and Mass Communication, University of Georgia, Athens, GA 30602-3018, phone: 706-542-5009.

This is a three-part training video exploring current issues in public relations, featuring professionals discussing such topics as feminization of the field, encroachment of outside departments into the PR function, and achieving excellence. Cameron oversaw the project because there is a need to "get the views of top practitioners heard in

the classroom. This is an excellent classroom tool because it exposes students to issues relevant right now."

Inside PR Today represents the first in a series of video panel discussions to be produced by the Grady College. Graduate public relations students, along with telecommunications students studying under Alfred Wise, produced the video in March 1991. A helpful summary and discussion guide is also included to highlight key points made by on-camera interviewees Thomas Latimer of Hill and Knowlton, Jane Shivers of Ketchum Public Relations, Lynda Stewart of Cox Enterprises, and Scott Mall of Ogilvy & Mather. The video also incorporates a student Q-and-A segment.

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Global Communication and International Relations, by Howard H. Frederick, (Belmont, CA: Wadsworth, 1993); available from the Association for Progressive Communication (APC), E-mail: apcadmin@igc.apc.org or Fax: +1-415-564-1794 or postal mail: 18 De Boom Street, San Francisco, CA 94107; \$25.00 postpaid anywhere in the world.

Accelerated by rapid advances in electronic technologies, global information networks have become central to international affairs. *Global Communication and International Relations* is a challenging treatment discussing relevant communications issues—historical, theoretical, and policy-oriented—in clear, interesting style to make for the first truly comprehensive study of its kind.

Frederick, of the University of California and former Director of PeaceNet (USA), discusses how modern media face the challenge of promoting peace, building confidence among nations and peoples, and strengthening understanding. He covers the gamut of communications controversies and topics in a way certain to provoke lively discussion. Included are more than 1800 endnotes and 50 illustrations. Proceeds benefit APC's participation at the UN World Conference on Human Rights. **PR**

Challenges facing international PR researchers



by Ali Kanso, Ph.D., Assistant Professor
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(written expressly for *PR update*)

Research is the systematic collection and analysis of data for the purpose of identifying problems, understanding situations, and reducing uncertainties. International public relations has the same function but in a much broader context. The difference lies in the scope of the research and the way it is conducted rather than in the role it plays.

The scope of international public relations is broader than domestic public relations in two aspects. One aspect is that international public relations research may need to be conducted in as many as 170 diverse countries. A second aspect is the interplay of many more variables on which data must be gathered. Factors that are familiar and relatively constant in the U.S.—such as the legal system or distribution channels—vary in other countries.

In general, research tools and techniques remain the same in national and international public relations, but the environments within which they are applied differ. Rather than acquire new methods of research, the international public relations researcher should develop the ability for imaginative and deft application of tried and tested techniques in sometimes totally strange milieus. The technical problems of implementing international public relations research might vary from country to country, but the overall objectives for national and international public relations research are basically the same—to answer questions with current and valid information.

Public relations research is always a compromise dictated by limits of time, cost, and the present state of the art. The researcher must always strive for the most accurate and reliable information within existing constraints. A key to successful research is a systematic approach to the collection and analysis of data. Whether a research project is conducted in New York or Mexico, the research process should follow these steps:

1. Define the research problem and establish research objectives.
2. Identify the sources of information to fulfill the research objectives.
3. Collect all relevant data from secondary and/or primary sources.
4. Analyze, interpret and present the results.

Problems with Secondary Data

International public relations researchers may encounter many problems in their research endeavors. The following difficulties should not deter researchers from starting new projects nor completing ones they have already undertaken:

Scarcity. Few countries can match data available in the U.S. where publicly held corporations are compelled by the Securities and Exchange Commission (SEC) to disclose certain operating figures and other useful information on a periodic basis. In many European countries, for example, such information is seldom if ever released. Data collection of this type has only recently begun in many other countries, although access is improving through the efforts of organizations such as the United Nations and the Organization for Economic Cooperation and Development (OECD). Generally, the availability of secondary data in a country corresponds roughly to its level of economic development.

Reliability. Another shortcoming with secondary data is reliability. Available data may not have the level of reliability necessary for confident judgment. Governments are the major data gatherers, and they are concerned about their image. Official statistics are sometimes too optimistic, reflecting national pride rather than practical reality. It is my experience, based on mail survey research I conducted abroad, that even supposedly reliable guides published

in Western countries are out of date in terms of organizational or consumer information.

Comparability. Even where data are available and reliable, they may not be comparable. Items of interest will often be defined differently from country to country. Family, for example, has many different connotations. In the U.S., it generally means only parents and children. In Italy and many Latin countries, it could mean the parents, children, grandparents, uncles, aunts, cousins, and so forth.

Problems in Getting Primary Data

Inadequacies posed by secondary data sources make the gathering of primary data necessary. However, a variety of new problems may arise in conducting primary research abroad:

Unwillingness to Respond. Cultural differences often offer the best explanation for the reluctance of citizens in many nations to participate in research surveys. In Muslim countries, for example, women are not allowed to talk to male interviewers nor are they allowed to be interviewed. A French-Canadian woman does not like to be questioned and is likely to be reserved. In other cases, people not only are unwilling to respond, but also unable to articulate their opinions and attitudes. Fear of political retribution is another factor.

Language and Translation. The most common barriers to international research are language-based. Equivalent concepts may not exist in all languages. Differences in idiom and exact translation create problems in eliciting the information desired and in interpreting the respondents' answers. The three major ways to correct these problems, especially in questionnaire design, involve:

1. "Back translations"—retranslations of material by a second person back into the original language as an accuracy check.
2. "Parallel translations"—independent translations by two or more individuals are compared to select the best phrasing.
3. "Decentering"—successive translations/retranslations through a hybrid of back translation are made by different persons until "equally comprehensive and equivalent terminologies" occur in both languages.

Literacy and Education. Written questionnaires are useless in some less-developed countries with low literacy rates. Even when a country has a moderate level of literacy, if that is accompanied by a generally low level of education, communication problems are likely to occur. People may answer according to their understanding of the question and not the true meaning of the question.

Sampling in Field Surveys. Lack of adequate demographic data and lists from which to draw meaningful samples is perhaps the most serious problem of all. In many countries, telephone directories, cross-index street directories, census data, and detailed economic and social characteristics of the population under study are not available on a current basis if at all. The researcher thus has to estimate characteristics and population parameters.

The effectiveness of various survey techniques (mail, telephone and personal interview) is limited internationally. Telephone ownership is very low in many countries, making telephone surveys worthless. Inadequate mailing lists and poor postal service are common impediments to the researcher using mail to conduct research.

Solving International Research Problems

The final step in any research project is the analysis and interpretation of findings, with three key talents important to achieving meaningful results in international efforts.

First, the researcher should possess a high degree of cultural understanding of the country being studied. Social norms, semantics, current attitudes, and business customs of a society or a subsegment of a society must be clearly understood.

• see *International Research*, page 16

• *PR update*/ July 1993/ 15

Specialty advertising: Helping promote a global advantage

by Pamela J. Fields
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As the global marketplace expands, our world as communicators shrinks. Instant contact is as easy as instant coffee. The question of how to get your message to target audiences, however, still remains.

As a copywriter and later an account executive for an advertising agency, I found the main hurdle in any publicity campaign was to get the person to open the envelope, box or whatever. Promotional products, or as I called them at the time "giveaways," was one answer. They weren't the solution to every public relations or advertising problem I encountered, but they certainly worked in several important campaigns I developed for a medical products corporation. Such "specialties," used in conjunction with interesting packaging and short, succinct copy, gave my client's international programs impact. The result: elevated product awareness, expanded goodwill, and enhanced sales.

The agency I worked for was just one of millions of organizations spending \$5 billion annually on ad specialties. The idea of imprinting a useful item of merchandise and giving it away free isn't new. However, there has been a shift away from indiscriminate giveaways to integration of promotional products into advertising and public relations campaigns meeting specific communications objectives.

In the increasingly competitive global arena, marketers must often be more creative when dealing with language barriers or regionalism. CARE, the international relief organization, found an unusual way to get its message across and pique the interest of its audience. CARE designed an ad specialty, a board game, as a multilingual training tool to teach business concepts to entrepreneurs in developing

countries. The games, with question cards in three different languages, helped communicate the concepts of promotion, pricing, distribution, marketing, and product selection. The game had such a positive effect on the program that it became a requirement of the training syllabus. In addition, prospective donors were shown the specialty as a sample of what CARE does to reach self-sufficiency.

On a different note, a Puerto Rico steak house developed an academic achievement program for grade schools to stimulate lower achieving students. At the end of the term, students at six San Juan schools were awarded with t-shirts, caps, bumper stickers, and certificates. The students were visited monthly by steak house personnel and costumed characters from other corporate sponsors like Pepsi-Cola and M&M Mars. More than 1,750 students participated, and parents and teachers noted significant schoolwork and behavior changes.

These organizations used a creative approach and promotional products to publicize their ideas, provide a service, and create goodwill. Although research has proved the effectiveness of ad specialties, many people (marketers, public relations and advertising executives, educators, etc.) are unaware of the power of promotional products.

To this end, Specialty Advertising Association International provides free teaching resources such as research materials, case histories, slides and videotapes, and literature especially for the college student. A textbook is also available at reasonable cost. In addition, SAAI each year invites a number of public relations, advertising, and marketing educators from around the country to participate in an expense-paid two-day seminar. The VIP Program, which is more than two decades old, provides an overview of the role promotional products can play in the business or communication curriculum. Faculty and practitioners are invited to phone (214-252-0404) or fax (214-594-7224) me for more information on how we can help. **PR**

International Research Guidelines

(continued from page 15)

Second, a talent for adapting research findings is necessary. Ingenuity, patience, and a willingness to be guided by original research findings are all considered prime assets in international research.

Third, a skeptical attitude in handling both primary and secondary data is helpful. For example, it might be necessary to check a newspaper press run over a period of time to get accurate circulation figures.

In conclusion, the researcher should take great care in determining his/her objectives. These objectives are always subject to revision because of various social, economic, political and legal conditions in various countries. Enough of the "right" information has

never been obtained within budget and time constraints. However, proper research does help avoid errors and compensate for inadequate experience or unreliable intuition. Most importantly, expanding the base of international public relations research can help minimize misunderstandings about other peoples and contribute toward a safer and more stable world for us all.

Ali Kanso is a native of Lebanon, where he worked as a journalist for An-Nahar ("The Day"), the nation's only independent newspaper. He earned his master's and doctorate degrees from Ohio University. Kanso has traveled widely in the Middle East, Europe, and North America. His research in advertising and public relations focuses on international marketing communications issues. **PR**



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