

PR UPDATE

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PRD DIVISION HEAD

Barbara J. DeSanto Ed.D., APR
School of Journalism & Broadcasting
Oklahoma State University
206 Paul Miller Building
Stillwater, OK 74078
405/744-8276 (office)
405/743-2396 (fax)
405/743-2386 (home)
<paradoc@cowboy.net>

IMMEDIATE PAST HEAD

Susan L. Dimmick Ph.D.
College of Communication
University of Tennessee
<s.dimmick@worldnet.att.net>

VICE-HEAD

Pamela Bourland-Davis Ph.D.
Communication Arts Department
Georgia Southern University
P.O. Box 8091
Statesboro, GA 30460
912/681-0027 (office)
912/764-4322 (home)
<pamelabg@gsvms2.cc.gasou.edu>

VICE-HEAD ELECT

William Thompson Ph.D.
Department of Communication
University of Louisville
310 Strickler Hall
Louisville, KY 40292
502/852-6976 (office)
502/584-1932 (home)
<LocusMedia@aol.com>

RESEARCH CHAIR

Kenneth Plowman Ph.D.
School of Journalism
San Jose State University
San Jose, CA 95192-0055
408/924-3247 (office)
925/855-4544 (home)
<plowman@jmc.sjsu.edu>

TEACHING CHAIR

Shannon Bowen
College of Communication
University of Maryland
2130 Skinner Building
College Park, MD 20742-7634
<ProfBowen@yahoo.com>

PF&R CHAIR

Rochelle Tillery Larkin Ph.D.
Department of Journalism
Howard University
525 Bryant Street NW
Washington, D.C. 20059
<r_tillery_larkin@hotmail.com>

NEWS JOURNAL EDITOR

Susan Gonders Ed.D.
Department of Mass Communication
Southeast Missouri State University
Cape Girardeau MO 63701-2750
573/651-2486 (office)
573/651-5967 (fax)
573/339-0774 (home)
<SGonders@semovm.semo.edu>

*Bill Adams helps John Edelman
"tie one on" in New Orleans.
Edelman Worldwide Public Relations
sponsored this year's PRD Awards
Luncheon at Le Meridien.
Adams organized the luncheon
held during the AEJMC Convention
in August.*



*Mitch Land, University of North Texas,
tells Linda Aldoory, University of Maryland, and
Elizabeth Toth, Syracuse University, what he likes
about their first-place teaching awards paper.*

Edelman seeks new core competencies

STRATEGIC THINKERS familiar with finance and business who can work in teams have the edge in today's public relations job market. That's the message PR educators took back to their campuses after John Edelman addressed the PRD Awards Luncheon during the August convention of the Association for Education in Journalism & Mass Communication in New Orleans.

Edelman Worldwide Public Relations sponsored the luncheon, which was organized at Le Meridien by Bill Adams, Florida International. In addition to the technological expertise that everyone needs, particularly in regard to the internet, Edelman recommended that the following skills be practiced through internships, practical class assignments and other related experience while students earn their degrees.

- Business knowledge related to operations and finance.
- Strategic thinking.
- Application of the case method of problem-solving.
- Ability to work efficiently with others in a team.
- Ability to counsel, coach and supervise teams of employees.

AWARDS for PRD teaching research were sponsored by the International Association of Business Communicators. The IABC first-place paper, "An Exploratory Look at Graduate Public Relations Curricula," was written by Linda Aldoory, University of Maryland, and Elizabeth Toth, Syracuse. "A National Study of a Three Weekend Accelerated Class Format Within the Public Relations Curriculum" by Lisa Fall, Michigan State, won second place. "The World Wide Web, On-line Resources and Public Relations Practitioners: What They Use and What They Recommend for Students" by Michael Ryan, Houston, won third place.

Awards for faculty research were sponsored by the Arthur W. Page Society. "The Models of Public Relations in India" by K. Sriramesh, Florida, won first place. "An Innovative Look at Gender in Public Relations" by Donald Wright and Jill R. Haynes, South Alabama, won second place. "Measuring the Economic Value of Public Relations" by Yungwood Kim, Illinois State, won third place.

Awards for student research were sponsored by the Public Relations Society of America. The PRSA first-place paper, "Standardizing International Crisis Communication in the United States: The Effects of Spokesperson Identity," was written by Laura Ralstin, Alabama. "Responding to Crisis: The Communications Aftermath of the Thurston High School Shootings" by Andi Stein, Oregon, won second place. "What Dimensions Constitute a Good Corporate Image in the Eyes of Chinese Educated Publics" by Betty Kaman Lee, Hong Kong Baptist, won third place.

Don't Take Cash for "Granite"

THE GEOLOGY PROFESSOR had taken his young students on a rock-hunting trip and now they were busily sifting and winnowing to find the samples he'd requested. Suddenly, one of the students came running up, excitedly waving a gray chunk of stone as though she'd uncovered the Holy Grail. The professor took one look and told her she'd merely come across an old piece of concrete. "Oh," the student said, forlornly, "I guess I just took it for granite."

Without a shred of embarrassment about that pun, here's the segue: The PR Division shouldn't take for "granite" the wonderful cash-prize awards we've been so fortunate to have for our three paper-award competitions. So, fresh from the annual Awards Luncheon in New Orleans, it behooves us to take a quick look at those awards. Who are our benefactors and what can you do to help keep this program operative?

With a grand total of \$3,000 in award money, the divisional breakdown goes like this: \$1,000 from the Arthur W. Page Society for the top three faculty papers; \$1,000 from IABC for the Top Three teaching papers; and \$1,000 from PRSA/PRSSA Educational Foundation for the top three

student papers. With all that green at stake, those of us who are not independently wealthy (and you know who you are) should be at our computers right now, turning out papers. Or at the very least, crunching research numbers.

And here's what you can do: Write good, solid papers that move our field forward. Make the people who fund those awards proud of their association with the PR Division and public relations education in general. Mix the theoretical with the practical; help bridge the gap between education and the profession. And encourage your students to do the same. Hey, for some kids, a few hundred bucks of prize money for a good paper can mean funding for another course or an upgrade for their computers. And for faculty, it might mean help toward underwriting a trip to one of our many professional conferences.

Oh, and one other thing. Seriously, don't take the prize money for "granite." A note of thanks for their support to people representing the Page Society (Don Wright), IABC (Nancy Green) or PRSA/PRSSA (Elaine Averick) would be a nice insurance policy. Hey, you're good at this kind of thing, right? You're in PR.

—BILL ADAMS FLORIDA INTERNATIONAL

Make Your PRD Resolutions Now!

HAPPY NEW YEAR! With all the hoopla about the Year 2000, I thought I'd get you making New Year's resolutions NOW about how you can help make this the best year ever for the PRD. We'll worry about dieting, quitting smoking and flossing twice a day on December 31.

Under the expert guidance of Immediate Past Head Susan Dimmick, the division continued to be one of the AEJMC leaders – in conference programming, in member retention and new member recruitment (particularly in growing our own through graduate students), in developing and maintaining a division website and newsletter that have earned kudos...the list is impressive. It's up to us, now, to not only carry on that pace, but get even more people involved in our division.

Involved...committed...time... words that make people break out in hives! But here are a few painless suggestions on how you can get involved.

- Suggest a panel session idea for next year's Phoenix convention. Think of a hot topic in the public relations profession right now and tell us how it could be presented using your contacts

and ideas. Contact Vice-Head and Programming Chair Pamela Bourland-Davis, Georgia Southern University, <pamelagb@gsvms2.cc.gasou.edu>.

- Talk to your fellow public relations educators and practitioners who are NOT members of the PRD and sign them up. Benefits include interaction with the movers and shakers of our profession, as well as newsletters, updates, a website of information and a subscription to *Teaching Public Relations*. Call the AEJMC Central Office at 803/796-0271 to join, or contact me at <paradoc@cowboy.net> or 405/743-2386 and I'll get you signed up.

- Combine your other public relations professional affiliations – PRSA, IABC or any of the other specialized groups – with the PRD. We are always looking for professional development opportunities for PR practitioners and educators, and you're a key piece of that effort. Contact Professional Freedom & Responsibility Chair Rochelle Tillery Larkin, Howard University, <r_tillery_larkin@hotmail.com>.

- Write an article for our newsletter. You're reading this; why not see your

name in print? We encourage your ideas to be part of this newsletter. Contact Newsletter Editor Susan Gonders, Southeast Missouri State, <SGonders@semovm.semo.edu>.

- Get cracking on the research that will earn you the distinction of an award-winning paper at next year's convention. Faculty research, graduate student research and teaching research will benefit from your work. Future newsletters will provide all the research paper details and contacts.

Now that I've given you ideas about how you can contribute to the division, please let me know how the division can help you! Building relationships is a two-way street, but in the few short (no reference to my physical stature!) years I've been involved with the division, I've certainly gained more from my mentors and fellow division members than I've given.

And, a heartfelt thank-you to Susan Lucarelli Dimmick, who provided such sterling leadership last year. Her work is an example of the dedication and professionalism that make the PRD an outstanding part of AEJMC.

—BARBARA DESANTO OKLAHOMA STATE

TEACHING PUBLIC RELATIONS

CIVIC PUBLIC RELATIONS EDUCATION: INTEGRATING SKILLS-BASED LEARNING AND CITIZENSHIP FORMATION

Donn James Tilson, APR, Fellow PRSA — University of Miami

As lines blur between news and entertainment and among advertising, public relations and marketing, some have suggested that mass communication education needs to move beyond its narrow specialist training to become more integrated in its approach to the profession. As the Oregon Report (University of Oregon, 1987) noted 12 years ago:

Journalism schools tend to operate on an industry model [of teaching entry-level skills for each specific area]... [this] however, does not give students the sufficient understanding of the media as a whole that they will need to advance later in their careers. An alternative approach would be to use a generic model of ... mass communication education. (p. 9)

A broader-based exposure "to all the major communication functions ... particularly at the management level" would best prepare students "to participate ... in strategic communication planning" and succeed in "the increasingly fast changing media and professional environments that they will encounter" (Duncan, Caywood & Newsom, 1993, p. 10, 17-18). The exercise of managerial skills, for example, distinguishes quality "higher-level" public relations from the less-than-stellar levels of the profession $\frac{3}{4}$ "Departments cannot be described as 'excellent' ... unless they also employ managers to supervise the work of technicians" (Grunig, 1989, p. 18). Moreover, a combined group of public relations and advertising students cross-training on projects is "the new type of educational experience" the Task Force on Integrated Communication recommended to prepare future practitioners for a marketplace where there is "accelerating movement toward overlapping responsibilities ... as both advertising agencies and public relations firms serve clients by providing increasingly similar professional offerings" (Duncan, Caywood & Newsom, 1993, pp. 5-6). As the Task Force concluded:

Both business and professional education have sometimes pursued specialization in the practice of advertising and public relations without building stronger relationships ...

as well as with management, marketing, and other marketing communication-related areas. Integration through new knowledge, research, cross-training and education could develop a more liberally educated student in schools of ... mass communications. (Duncan, Caywood & Newsom, 1993, p. 26)

At the same time, educators and professionals alike have recognized that such training must go beyond just developing basic skills. The Carnegie Foundation for the Advancement of Teaching attributes the current "crisis in education" to the fact that "we have failed to provide education for citizenship that is still the most important responsibility of the nation's schools and colleges" (Newman, 1985, p. 31). According to the Foundation, higher education should be in the forefront of "service to the nation" (Mencher, 1994, p. 72) and "dealing with this issue should be a priority for universities" (Shachar and Weiss, 1996, p. 8). The call to civic involvement underscores the profession's pledge "to promote and maintain high standards of public service" (Public Relations Society of America, 1988, p. 1).

Public relations educators have recognized the importance of a values-based curriculum. In a review of public relations education objectives (Ritchie, 1993), an emphasis on "the value system that the educational process fosters" and "the need to produce graduates equipped with a well-constructed value system" was seen as more important than the development of technical skills (Ritchie, 1993, pp. 186-189; Lordan, 1996, p. 5). A national study of "active learning" by public relations faculty (Lubbers and Gorcyca, 1996) indicated "strong use" of activities-oriented techniques in the classroom. Such teaching methods were used to develop students' problem-solving and oral/written communication skills and to prompt discussion of attitudes and values. Moreover, when "active learning" becomes "cooperative learning," whereby students achieve common goals through teamwork that requires both individual accountability and effective social skills (Johnson, Johnson & Smith, 1991),

EDITOR: GAY WAKEFIELD, TEXAS CHRISTIAN UNIVERSITY

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SEND SUBMISSIONS FOR *TEACHING PUBLIC RELATIONS* TO: DR. GAY WAKEFIELD, DIRECTOR OF THE CENTER FOR PRODUCTIVE COMMUNICATION, M. J. NEELEY SCHOOL OF BUSINESS, TCU BOX 298530, FORT WORTH, TX 76129
PHONE: (817) 257-7430 FAX: (817) 257-7995 E-MAIL: G.WAKEFIELD@TCU.EDU

society and the public relations profession ultimately are better served by graduates who value two-way communication and consensus-building.

"Service learning," which can be traced back to John Dewey and his work on citizen education (Fertman, 1994), integrates service and course content and directly "... encourages a sense of civic responsibility, while developing theoretical and professional skills ... providing genuine assistance to needy social services and organizations ... [and] improv[ing] the relationship between ... universities and their home communities (Shachar and Weiss, 1996, pp. 6, 10)."

Still, the teaching of civic values through "service learning" is not an important part of the public relations curriculum. Although "public relations is uniquely suited for this kind of social enhancement, in that communication skills are central to the solution of many social problems" (Shachar and Weiss, 1996, p. 1), public relations educators report only just an "occasional" use of field trips and volunteer activities to bring the community into the classroom (Lubbers and Gorcyca, 1996). Few schools of communication report offering service learning courses.

A UNIQUE EXPERIMENT

In 1994 a survey of more than 2,300 University of Miami undergraduate students in the Schools of Arts and Sciences, Business and Communication reported that 61 percent would be more interested in selecting a section of a course that offered service learning than one that did not, and that service experiences would help them understand the basic material presented in courses (63%) (University of Miami, 1995). Given student interest in service learning, the University of Miami's School of Communication began a unique experiment in February 1995 that gave students an opportunity to assist nonprofit organizations while developing their professional skills. The project was made possible with the assistance of Hank Meyer, a UM alumnus and South Florida public relations pioneer, who, upon semi-retirement, donated the downtown Miami offices of his firm for use as a working classroom. The 5,000 square foot building included parking, computers, fax and postage machines, conference room, kitchen and private offices.

METHODOLOGY

From February 1995 to May 1996, faculty advisors from PRSSA and Ad Group chapters and from communication classes recruited 36 University of Miami School of Communication undergraduate and graduate public relations, advertising, communication studies and organizational communication students to work as volunteers (and a few for internship credit) on a variety of one-time projects and ongoing campaigns at the Hank Meyer facility. To participate, students were required to have a minimum 2.5 grade point average in

their major and have sophomore standing. Volunteers represented the diversity of UM's student population, including African-American, Hispanic-American and international students from such countries as Ecuador, Germany and Italy. In keeping with the mission of the office — "Use Service as a Learning Tool" — all clients were local community-based nonprofit agencies or UM-related activities. The university provided an operating budget for the office and some expenses were shared with Meyer.

Students were organized by experience and interests into teams of four or five account executives to serve a particular client. Each team was supervised by an account manager — usually an outstanding junior or senior recruited and selected by the faculty member who directed the firm (this author). Account managers reported to an office manager — a paid work-study graduate student in communication studies who reported to the faculty director. Account managers were required to review and edit their account executives' work before sending it to the office manager and faculty director for approval. Account executives were asked to review one another's work. Students were required to work a minimum of 8 hours a week; team members, where possible, were scheduled to work together. Office hours were Monday to Thursday, 9 a.m. to 4 p.m.

At the end of the 1995-96 academic year, student volunteers were asked to complete a written survey about their work experience. The survey included semantic differential, numerical, Likert, and open-ended questions.

INTEGRATED APPROACH TO LEARNING

Over a period of 15 months, students assisted 12 clients, including the South Florida Chapter of Sudden Infant Death Syndrome, the St. Vincent de Paul Society, American Forests, and UM's Office of Volunteer Services. Consultancy services ranged from designing, writing and producing publications (brochures, posters, directories of services, videos) and media publicity (PSAs, news releases, media kits) to conducting public information campaigns and fundraising and community service special events.

Both the facility, with its full range of business equipment, and faculty/practitioner involvement provided the professional environment and support necessary for maximum learning. Posted client activity calendars, weekly status reports, and staff meetings with the faculty director kept management informed and projects on-track. Often, staff meetings were used as management training sessions for account managers. The faculty director maintained office hours two days a week, working directly with students. Meyer maintained an office and often visited to brainstorm, supervise projects and attend staff meetings, as did area practitioners. Other faculty provided guidance as students worked on School-related projects, which included on-campus publicity

for communication scholarships and external campaigns for the School's Bill Cosford Cinema and public relations graduate program.

One campaign is particularly noteworthy. Students worked for more than a year to raise community awareness and support for the UM School of Medicine's Maternal Lifestyles Project. The program, based at Jackson Memorial Hospital, provides counseling and other assistance to single-mothers who have put their babies at risk through substance abuse. Students solicited donations of diapers, toys and other baby supplies for use by the organization as incentives for mothers to come to the clinic for check-ups. Ultimately, students organized a special luncheon in April 1996 to thank the mothers for their participation and to provide them with additional assistance. Students solicited baby supplies, grocery store and toy store gift certificates, door prizes, food and refreshments from 30 public and private schools, churches, synagogues and businesses. More than 80 women and their families attended the luncheon at the hospital, where they also received books for their children (purchased with cash donations from the schools). Leftover food was delivered by the students to Camillus House, a homeless shelter in downtown Miami. As Project Coordinator Dr. Daniel Messinger and Case Manager Yamile Valdes noted after the event, "because of the Hank Meyer group, this party was a huge success. Their perseverance, energy and incredible professionalism were apparent throughout the whole time. ... these students truly gave 100% of themselves to better serve their community" (Messinger and Valdes, 1996, p. 1).

The fundraising experience later proved particularly valuable for three students who, in a public relations campaigns course taught by the faculty director, solicited sponsors for a kite festival on Miami Beach in April 1997 to benefit Little Acorns, an organization that serves disadvantaged youngsters and their parents. Half of the students in class, in fact, were Meyer "graduates," and their on-the-job training in media relations, research and written/oral communication clearly had prepared them for the course project. Their efforts generated more than \$480,000 in sponsorships and extensive radio, television and print media coverage for the event.

The Meyer facility also served as a clubhouse for UM PRSSA board and membership meetings and as a venue for community-oriented workshops. The PRSSA meetings benefited both the chapter and the facility; new account executives were recruited from PRSSA and Meyer students joined PRSSA, several eventually serving as club officers. The hosting of a workshop for the Arts and Business Council of Miami in April 1995 was part of a strategy to offer the office as a community resource. Thirty representatives of nonprofit organizations were coached on corporate sponsorships, event planning and media promotion by a panel of consultants,

radio station personnel and the Meyer faculty director.

DEVELOPING THE "WHOLE" STUDENT

At the end of the 1995-96 academic year, students were surveyed on their volunteer "experience." Sixty-four percent said they had little or no experience when they started at the office. Most students felt they had received valuable working experience (91%), rating its value as a 7.9 and the quality of the projects assigned as a 7.6 on a 10-point scale. Most felt that they were able to put into practice what they had learned in class (82%), rating the experience as having been "better than I had expected" (64%). Interestingly, a majority (55%) were neutral or opposed to moving the Meyer "office" to the university's main campus. Most important, most said they would consider working at the office the following semester (82%) and would tell their friends about it (91%). A majority (64%) were members either of PRSSA or of the Ad Group.

The experiment seems to demonstrate the effectiveness of various teaching methods employing client-based techniques (Quarles, 1987; Kinnick and Cameron, 1994; Sallot, 1996), organizing students into public relations agencies and "real world" office settings (Rayfield and Pincus, 1987; Hunt, 1993), student peer review of writing (Rayfield, 1988), practitioner feedback on projects (The International Public Relations Association, 1982). Another outcome involved synergistic learning effects on membership in PRSSA and other student organizations (Pohl and Butler, 1994) which, in this instance, prompted PRSSA members to actively participate in Meyer projects. Additionally, the office structure gave students the opportunity to develop strategic decision-making and technical as well as managerial skills, which should be an essential part of undergraduate communication education (Grunig, 1989; Werner, 1993; Kinnick and Cameron, 1994; Fall, 1996) — and which professionals contend are among the most important factors for career success (Schwartz, Yarbrough and Shakra, 1992; Werner, 1993).

TOWARD A "RENEWED" PROFESSIONAL ETHIC

Perhaps the most important outcome was that the "experiment" suggests civic-values formation can be integrated into the learning process as a valuable component in education. Students developed both professional skills and a sense of commitment to service of their community — skills that proved advantageous later in their academic careers and values that spurred an enthusiasm for further charitable projects. For example, one of the Meyer students later developed a strategic plan for community outreach while interning for UM's Athletic Department. The plan was adopted, an office of Community Relations formed, and the student was hired upon graduation to implement the program.

Just as journalists try to stimulate citizen involvement in media-citizen projects that address neighborhood crime,

drugs and other community issues, perhaps it is time public relations educators and practitioners to consider rededicating themselves to the cause of good citizenship through similar projects, classroom-based service-learning courses and civic programs. When educators and practitioners foster a spirit of community service, students are more fully prepared for the challenges that lie ahead – and public relations can more fully realize its potential in society.

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Newsbriefs: paper competitions...editors...conferences

- PAPER COMPETITIONS: Inclusion of a faculty member among the authors qualifies a paper for the faculty research competition but excludes it from the student research competition. Their status at the time of submission will be applicable to graduate students who become faculty. Judges cannot compete, but they may serve as conference panelists.

- EDITORS: Susan Gonders will edit the division's news journal, *PR Update*. Gay Wakefield will continue to edit *Teaching Public Relations*, and Linda Hon will edit the *Journal of Public Relations Research*.

- CONFERENCES: The mid-winter conference will be early in December in Memphis, and the Southeast Colloquium will be March 16-18 at the University of North Carolina-Chapel Hill. Colloquium papers may be submitted by Dec. 10 in the Law, Newspaper, History, Magazine, Media Ethics

and Open Divisions. Registration fee of \$80 is due by Feb. 1. Contact Margaret Blanchard, 919/962-4072.

- PRSA'S BODY OF KNOWLEDGE: BoK is being updated for the first time since 1990. Phase I, an annotated bibliography from the *Journal of Public Relations Research*, *Public Relations Research Annual* and *Public Relations Review* is nearing completion. Nominations of articles, books and chapters of original research value to practitioners and educators should be submitted by Dec. 10 to Lynne Sallot, College of Journalism and Mass Communication, University of Georgia, Athens, GA 30602. Indicate title, author(s), type of publication, number of pages and publisher information, as well as your address, phone and e-mail.

- PRD membership reporting will be standardized with a July 31 count. The division currently numbers 442.

SUSANGONDERS SOUTHEAST MISSOURI STATE

PRD Benefits Tough to Beat

HERE ARE A FEW THINGS you did not miss:

- How to measure the success of PR classroom projects
- How to incorporate current events into the PR classroom
- The level of ethnic representation in PR texts
- The level of legal department encroachment into the PR function
- The relationship of the Titanic's sinking to PR's historical development
- How PR is depicted in film and fiction

And if you were particularly fortunate, you also did not miss:

- How medical PR professionals define their boundary-spanning role
- How to ensure success in international PR assignments
- Models of PR practice in India
- What makes an effective website for non-profits

These important contributions are representative of the great wealth of emerging knowledge available to PRD members. If you've been on board for the past year or two, you'll recognize the first list from articles appearing in the *Journal of Public Relations Research*, and the second list as papers presented in New Orleans. What an enormous benefit we enjoy!

As teachers of this extraordinary field, the responsibility falls heavily upon us to elevate the profession in practice and public perception. What

better way than to participate actively in one of the flagship organizations dedicated to that signal goal? Further, as evangelists of this effort, we ought to ensure that each of our non-member colleagues is aware of the benefits we enjoy. Those non-members might include teaching colleagues, graduate students aiming to teach, and even practitioners.

That last category – practitioners – may seem incongruous for an academic association. Nevertheless, discussion in New Orleans frequently focused on the need to imbue the profession with increased doses of theoretical concepts. At the same time, academe (especially our students) always benefits from real world currency. Recall, too, that our parent organization is the Association for (not of) Education (not Educators) in Journalism and Mass Communication. With the increasing competition for our quality graduates, it's time for practitioners to recognize the need to step up and register that they're for PR education. John Pavlik (in his *Public Relations: What Research Tells Us*) said more than 10 years ago that the communication gap between scholars and practitioners could be bridged by a combination of a more direct writing style by scholars and greater understanding of relevant theories and methods by practitioners. The PRD is

ideally suited to provide that bridge.

Within the next few weeks, we'll have available a brief PowerPoint presentation you may incorporate into graduate classes to encourage students, especially at the doctoral level, to become engaged in the PRD. A separate presentation will be targeted toward professionals and will be appropriate for inclusion during your regional PRSA meetings. The slides, which will include accompanying notes, may be projected electronically or printed as overheads.

The plan is to distribute both presentations as file attachments using our new PRD list server. To that end, and to receive automatically and instantly any important messages generated by division leaders, subscribe to the list server by sending an e-mail message to <listserve@email.uncc.edu>. Leave the subject block blank. In the message block, type "subscribe aejmcpdr" (no spaces within "aejmcpdr" and without the quotation marks). You should soon receive a confirmation message indicating you're a subscriber.

Current PRD membership is more than 415 and that represents healthy growth, but our aim is to ensure that all potential members are aware of division benefits. Know anyone you need to educate?

ALANFREITAG UNC-CHARLOTTE

Rats...I Mean Nutria

IF I WERE ATTENDING the past conference for the first time, I might well wonder how Barb DeSanto as program chair came up with such panel ideas. But having sat behind her at the ever-so-sacred "chips" table at last year's mid-winter meeting, I've come to appreciate the conference program work that she and all the other past program chairs have accomplished.

Here is what I will be doing with the panel proposals that you will hopefully be submitting in the near future.

First, I review your suggestions and reduce them to a manageable, non-redundant and viable number of panel proposals. These are then copied and circulated among all program chairs. Chairs review this package of proposals for similar ideas, and deals are then made with other divisions to co-sponsor panels of common interest.

Program chairs then go through AEJMC's version of a draft with conference time slots being selected based on a half-chip for co-sponsored sessions and a full chip for sole sponsorship. A specified number of chips are given with some reserved for research sessions. Generally, time slots for sole-sponsored sessions are chosen in the last rounds of the draft. What this means for panel proposals that you might have is that, if your panel idea makes it to the bidding table, it may not end up exactly as you've proposed. In making deals with other groups for co-sponsorship, they may ask for seats on the panel or a lead role in finalizing the panel.

With this process in mind, we need to begin with as many good ideas as possible. To get your proposals through with fewer changes, develop panel ideas so that they will have special interest for other divisions. Consider the conference theme as well: "Does journalism and mass communication research matter?"

RECOMMENDED FORMAT FOR PANEL PROPOSALS:

Panel Type (choose one): Teaching, Research, or Professional Freedom & Responsibility (PF&R)

Title: It helps if the title catches the attention of possible co-sponsors

Possible Division Co-sponsors: Any other divisions and interest groups. Without co-sponsors, we would likely have conference program space for only five or six panels. Co-sponsors allow us to double that number and meet a variety of interests.

Brief Description and Rationale: What is the focus of the program that you envision and why is it relevant or important?

Possible Panelists: Suggest three to five names and their affiliations and addresses. If possible, include suggested angles or titles for the panelists. Because panels are co-sponsored, these may not be the final panelists or the exact topics to be addressed.

Are you willing to organize this session?
If yes, include address, phone number and e-mail.

Conference proposals are due by October 1. Use the format described above and e-mail or fax your ideas to Pam Bourland-Davis, <pamelagb@gsvms2.cc.gasou.edu>, 912/681-0822.