

PR UPDATE

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Memphis Merry-makers: With the spirit of Elvis surrounding them, PRD leaders William Thompson, Barb DeSanto and Pam Bourland-Davis plan their chip auction strategy at the mid-winter meeting. See pp. 5-7 for the complete division schedule.



REVISED PROCEDURES CALLS for Public Relations Division Papers

A NEW YEAR brings in new changes for the research categories for the PR Division. The categories for the 2000 AEJMC Convention in Phoenix, Arizona, will reflect the procedural changes voted in at the 1999 PRD Business Meeting in New Orleans. The changes were adopted to avoid the confusion about which research category faculty and student co-authored papers, in particular, should be included in. The change collapses into one research category the former research category (intended primarily for faculty papers) and the student research category (intended primarily for graduate student papers). Whatever general research prize money is available for the Phoenix convention will be divided among top faculty and top student papers by the research paper committee headed by Dr. Kenneth Plowman, San Jose State University. The Teaching Papers category will remain a separate category devoted to teaching-related topics and will retain its own prize money.

As always, judging for the papers will be conducted through a blind refereed process with judges scoring the papers on a numerical scale. And, as in the past, point totals earned by each type of paper will be the criteria for awarding first, second and third place paper honors and whatever prize money is available.

The main point for you as a PRD member to remember is to submit a paper. We were again awarded an extra research session during the mid-winter chip auction and planning session in Memphis, and we need good, solid research papers to feature in these sessions. Don't keep your good work to yourself – showcase it and win accolades.

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CALLS FOR PAPERS – see p. 4

COLORADO STATE UNIVERSITY experienced a golden moment September 24 when James Van Leuven, chair of the Department of Journalism and Technical Communication, received the Swede Johnson Lifetime Achievement Award at the Gold Pick ceremonies of the Colorado Chapter of the Public Relations Society of America.

"He has used his profession to serve effectively, with grace and generosity," said Robert Hoffert, acting dean of the College of Liberal Arts.

The Swede Johnson award, named in honor of the late Coors executive, is the most prestigious award given by PRSA's Colorado Chapter to honor people who set the highest standards of professionalism and who provide leadership and guidance to those pursuing careers in public relations, said Teri Grove, chapter president.

Van Leuven is credited with enhancing the nationwide stature of the journalism department and the public relations concentration during his 14-year career at the university. Colorado State is one of only two Colorado universities that have been accredited by the Accrediting Council on Education in Journalism and Mass Communication, and it is the only ACEJMC-accredited school in the state with a concentration in public relations.

Van Leuven is recognized by peers as a gifted administrator who ably balances the needs of 19 full-time faculty members and about 650 students enrolled on the Fort Collins campus in addition to Colorado State's Denver Center.

JAMES VAN LEUVEN COLORADO STATE PRSA-COLORADO LIFETIME ACHIEVEMENT AWARD

Van Leuven came to Colorado State in 1985 after teaching four years at Washington State University, where he earned a doctorate in sociology in 1977. He previously taught at the University of Idaho and Oregon State University, following a professional career that began with business and editorial positions with weekly newspapers in Oregon.

Professional activities include the chairmanship of the Educator's Advisory Committee, a 20-member board that advises the Institute for Public Relations. He also is a member of the national Commission on Public Relations Education.

Van Leuven has served PRSA as 1991-94 director of the Colorado Chapter, and he was a trainer for the national accreditation examination in 1985-89. He serves on the editorial boards of two leading public relations academic journals, the *Journal of Public Relations Research* and *Public Relations View*.

His recent academic interests have focused on international public relations. In 1993-94, he was selected for a Fulbright Teaching/Research Award and served as a visiting senior fellow at the National University of Singapore.

Van Leuven is the author of five book chapters and more than a dozen refereed research journal articles in a wide range of topics, including corporate organizing strategies; the role of public relations in marketing, public opinion processes and media coverage; the application of social science research to nonprofit organizations; and the measurement of values in public relations.

DON STACKS MIAMI

INSTITUTE OF PUBLIC RELATIONS PATHFINDER AWARD

WINNER OF THE 1999 PATHFINDER AWARD, the highest award from the Institute for Public Relations, is Dr. Don W. Stacks, professor and director of the Program in Advertising & Public Relations at the University of Miami in Florida.

The coveted \$2,000 Pathfinder Award is given in recognition of original scholarly research which "has made a significant contribution to the body of knowledge and practice of public relations." A select panel of educators and public relations practitioners chosen by the Institute served as judges for the nationwide competition. Stacks' program of research focused on "Perceptions of Public Relations Education."

"Many awards have recognized his outstanding abilities as a teacher," said Jack Felton, president and CEO of the Institute. "Now the Institute is pleased to present its national award to Don for his significant contributions to PR research."

The noted researcher and textbook author earned a B.A. in English from Northern Michigan, a master's in communication from Auburn and a Ph.D. in communications studies from the University of Florida.

The Institute for Public Relations is the only independent foundation in the field of public relations. The Institute sponsors research, competitions, awards, lectures and publications, all dedicated to improving the profession around the world.

PRDE-MAIL

IT'S IMPORTANT TO GET THE ADDRESS RIGHT!

OOPS! An e-address listed in the last issue was incorrect. PRD PowerPoint recruitment presentations are available as file attachments through <listserv@email.uncc.edu> (no "e" at the end of "listserv"). Leave the subject block blank. In the message block, type "subscribe aejmprd" (no spaces and no quotation marks). Contact is Alan Freitag, University of North Carolina at Charlotte, <arfreita@email.uncc.edu> (no "g" on "freitag").

To submit articles to *PRUpdate*, send a text-only e-mail to <SGonders@semovm.semo.edu>. Hard copy and photographs can be sent to Susan Gonders, Department of Mass Communication, Southeast Missouri State University, Cape Girardeau, MO 63701-2750, 573/651-5967 (fax). Submissions for *Teaching Public Relations* should be sent to Gay Wakefield, Center for Productive Communication, M.J. Neeley School of Business, TCU Box 298530, Fort Worth, TX 76219, <g.wakefield@tcu.edu>.



KATHLEEN KELLY LOUISIANA PRSA FOUNDATION BEHAVIORAL SCIENCE PRIZE

THE 1999 JACKSON JACKSON & WAGNER Behavioral Science Prize has been awarded by the Public Relations Society of America Foundation to Kathleen S. Kelly, University of Louisiana at Lafayette. Funded by an endowed grant from the firm of Jackson Jackson & Wagner, the prize "recognizes individual behavioral science researchers whose scholarly work enhances the understanding of concepts and theories that contribute to the effectiveness of public relations practice."

Kelly also was reappointed by UL-Lafayette to the Hubert J. Bourgeois Research Professorship in Communication. Her e-mail is <kskelly@usl.edu>, and the website is <www.CajunComm.com>.

RAYMOND SIMON UTICA/SYRACUSE PRWEEK MOST INFLUENTIAL PR PEOPLE FOR THE 20th CENTURY

AMONG THE TOP 100 Most Influential People in Public Relations for the 20th century, *PRWEEK* has named Professor Raymond Simon, one of only four educators on the list.

Among the other 100 on the *PRWEEK* list were Howard Rubenstein, public relations consultant to the New York Yankees and Sarah Ferguson; Herb Klein, the first director of the White House Office of Communications; Mike McCurry, press secretary for President Bill Clinton; and Herb Schmertz, former head of public relations for Mobil Oil.

Simon was recently recognized for his 50 years of service to Utica College of Syracuse University. Simon, who established one of the nation's first undergraduate public relations programs, was nominated for this honor by those at Utica College because he "trained, nurtured and motivated people to do great things." Among the more than 800 graduates of the public relations program at Utica over the past 50 years are David D. Alessandro, president and chief executive officer of John Hancock Mutual Life Insurance Co.; Congressman Sherwood Boehlert; Nancy Patterini, president and owner of the Paige Group in Utica; and Michael McKeon, press secretary to New York Governor George Pataki.

The author of six textbooks, Simon's work has been used throughout the world in several hundred colleges and universities. His most recent text, *Public Relations Writing Worktext*, was completed in 1995, co-authored with Joseph Zappala, associate professor of public relations at Utica College.

Simon is also an accredited member of the Public Relations Society of America and was the recipient of the 1975 national Distinguished Teacher of the Year Award. He is the only Utica College professor to have received the Utica College Distinguished Teaching Award two times.

After his retirement in 1985, Simon was made executive director of the Raymond Simon Institute, which provides students with scholarships and awards, as well as contacts in the public relations field.

A native of Union City, New Jersey, Simon received his bachelor's degree in advertising from the University of North Carolina and his master's degree in journalism from Northwestern University. He has two daughters and currently resides with his wife, Lyn, in New Hartford, New York.

DANE CLAUSSEN SOUTHWEST MISSOURI STATE HISTORY OF PUBLIC RELATIONS

IT WAS ONE OF A VERY FEW TIMES THAT A COURSE DEVOTED SOLELY TO PUBLIC RELATIONS HISTORY was taught in the U.S. The intensive one-week intersession course convened during the January 2000 intersession at Southwest Missouri State University in Springfield, the teacher was Assistant Professor Dane S. Claussen, and the text was *PR! A Social History of Spin* by Stuart Ewen of Hunter College. Ewen also has taught courses on the subject.

Other references included books by Scott M. Cutlip and *The Voice of Business: Hill & Knowlton and Postwar Public Relations* by Karen S. Miller (1999). Claussen earned his May 1999 doctorate at the University of Georgia, where Cutlip is dean emeritus and Miller sat on his dissertation committee. His dissertation was about the media's role in American anti-intellectualism, using popular magazine coverage of higher education since World War II as a case study.

With Dr. Alan Fried, University of South Carolina, Claussen also is researching a book on the history of the U.S. newspaper industry's marketing, public relations and promotions practices from 1920 to 1970. Southwest Missouri State recently awarded Claussen a research grant of more than \$6,000 to facilitate his work on the book during the current calendar year. When published, the book will be the first comprehensive work on the subject since a 1964 master's thesis at Pennsylvania State University.

Claussen recently published two interdisciplinary anthologies: *The Promise Keepers: Essays on Masculinity and Christianity* (Jefferson, North Carolina: McFarland & Co., Inc., Publishers) and *Standing on the Promises: The Promise Keepers and the Revival of Manhood* (Cleveland: Pilgrim Press). He is working on two other books: a newspaper management textbook and another anthology, tentatively titled *Sex/Religion/Mass Media*. Claussen is a newspaper management consultant; editor of *Industrial Marketing Practitioner*, a monthly newsletter; and former editor and publisher of daily, weekly, biweekly and monthly newspapers. He joined the Southwest faculty in August 1999.

During the May 2000 intersession, Claussen will offer a one-week intensive course on the history of advertising.

TEACHING PUBLIC RELATIONS

Using New Technologies in Public Relations Curricula

Elizabeth M. Witherspoon, APR—Elon College

Patricia A. Curtin, PhD—University of North Carolina

This study presents findings from an electronic mail (e-mail) survey of heads of public relations majors, sequences, or emphases at U.S. colleges and universities to determine what computer technologies these programs teach and use and what computer resources they have (Curtin & Witherspoon, 1999). A second phase of the study will comprise a survey of employers of new graduates to assess their needs and expectations of new hires and will compare those with the preparation students are receiving in their public relations programs.

Many studies have examined the coorientation, or lack thereof, between the body of knowledge educators teach their students and the skills professionals believe students should master (AEJMC, 1995; Davenport, 1990; Gunaratne & Lee, 1996; Grunig, 1989; Heath, 1990; Johnson, 1992; Wakefield & Cottone, 1987; Yovovich, 1996). In 1988 the Public Relations Body of Knowledge Task Force listed 32 publications, dating back to the 1970s, that examined the status of public relations education relative to the needs of the workplace.

Recent concerns have centered on the use of new technology by public relations practitioners (Cameron, Curtin, Hollander, Nowak, & Shamp, 1996; Curtin & Cameron, 1995; Haas, 1995; Information, 1995; PR Journal, 1995; Ross & Middleburg, 1997) and whether schools of journalism and mass communication are adequately preparing students to function in cyberspace (Guiniven, 1998; Gustafson & Thomsen, 1996; Singer et al., 1996; Smethers, 1998). Anecdotal evidence suggests public relations practitioners are depending on entry-level hires to provide leadership in the area of new technology. In a survey of top public relations executives of Fortune 500 companies, good writing skills, oral communication, and an understanding of an organization's goals and objectives rated ahead of being able to use desktop publishing or Internet skills, but one respondent also noted: "With young people, it's a given that they know the Internet and desktop publishing. They're tools of their generation, just like typing was for ours. It's their commonness that makes them less important" (Guiniven, 1998, p. 54).

Based on these concerns, exploratory research questions were designed to establish the baseline of computer technology available in public relations curricula nationwide.

1. What computer hardware and software are public

relations students exposed to as part of their public relations education?

2. Who makes the decisions on what kinds of hardware and software will be used within the public relations program? Are the decisions based on the presumed future professional needs of the student? Or are they based on larger, institutional concerns?
3. Does the relative size of the program and number and makeup of the faculty make a difference in the computer technology available?

METHOD

Survey Instrument. This study reports results from a larger, 41-question survey instrument comprising seven categorical questions about the public relations program, sixteen 5-point frequency-scaled questions concerning new technology skills and competencies in the curricula, eight categorical questions about available computer technology, and eight demographic questions. A final open-ended question invited respondent input. (Please contact the authors for a copy of the instrument, if desired).

The measures were pretested with 11 public relations educators. Many respondents also provided copious additional written information of a frank nature, contributing to increased reliability and validity. This phenomenon is consonant with the work of Kiesler and Sproull (1986), who found that responses to electronic surveys provoked less courtesy bias and more "honest" answers.

Sample. All 264 colleges and universities in the 1997-98 Directory for the Association for Education in Journalism and Mass Communication listed as having a public relations emphasis, sequence, or major or a Public Relations Student Society of America or International Association of Business Communicators chapter were targeted. Seven schools were subsequently dropped because they no longer offered a public relations program, leaving 257 schools. The names and e-mail addresses of the head of the public relations sequence or the primary public relations educator at each school was obtained from their Web sites and the AEJMC, ICA, and PRSA membership directories. Names and/or viable e-mail addresses could not be determined for individuals at 41 schools following

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DEADLINE: APRIL 1, 2000

Faculty and Graduate Student Research Papers

The Research Committee of the Public Relations Division invites both faculty and students to submit competitive papers related to public relations research for AEJMC's national convention, August 9-12, 2000, in Phoenix, Arizona.

Papers should test, refine or expand public relations theory or practices; critically review issues relevant to public relations theory and research; or explore methods of effective public relations practice. Submissions employing all methods of inquiry are encouraged. Papers should include appropriate literature reviews, methodology, findings and discussion, and they should not have been presented in other forums.

Six copies of each paper must be postmarked no later than April 1, 2000. (No e-mail or fax submissions will be considered.) Authors will be notified by May 15, 2000. At least one author must attend the convention to present the paper.

All six copies must include a cover page identifying the author(s) with appropriate

identification for all listed author(s), including rank as a faculty member or graduate student; mailing address(es); telephone number(s); and, if available, the e-mail address of the principal author. The paper's body should include a title and a maximum 75-word, single-spaced abstract on a separate sheet of paper included immediately after the title page. The only identification throughout the paper should be a running header with the title of the paper and page number.

Along with the six copies, include a disk containing the paper in digital form and identifying the type of word-processing program the paper is saved in, the name of the paper and the principal author, and a completed and signed permission form. On the permission form,

the author does not have to grant AEJMC permission to do anything with the paper (i.e., the author can check "no" on all items); but the form needs to be included with the paper submission. Format requirements and the permission form are included in the January 2000 edition of *AEJMC News*.

Send six copies, disks and correspondence to:

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DEADLINE: APRIL 1, 2000

Teaching Public Relations Papers

The Teaching Committee of the Public Relations Division invites both faculty and students to submit competitive papers related to public relations teaching for AEJMC's national convention, August 9-12, 2000, in Phoenix, Arizona.

Papers can be on any aspect of the topic, including values in curriculum choices, adapting classroom instructor to changes in communication technologies, educational trends, faculty development, diversity issues, ideas for motivating students, creative approaches to teaching, assessing student outcomes, and preparing students for lifelong learning. Papers should include appropriate literature reviews, methodology, findings and discussion, and they should not have been presented in other forums.

Six copies of each paper must be postmarked no later than April 1, 2000. (No e-mail or fax submissions will be considered.) Authors will be notified by May 15, 2000. At least one author must attend the convention to present the paper.

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page identifying the author(s) with appropriate identification for all listed author(s), including rank as a faculty member or graduate student; mailing address(es); telephone number(s); and, if available, the e-mail address of the principal author. The paper's body should include a title and a maximum 75-word, single-spaced abstract on a separate sheet of paper included immediately after the title page. The only identification throughout the paper should be a running header with the title of the paper and page number.

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a rigorous search, leaving 216 schools total.

Notification of the survey was e-mailed to each school. In some instances the premailing resulted in a request for the survey to be e-mailed to a more appropriate respondent; other individuals requested that the survey be faxed or mailed to them because of technical difficulties with their e-mail systems. The survey was sent out approximately three days after the original notification with a brief introduction and directions on how to reply via e-mail or by printing out the survey and mailing it back. A follow-up message and second copy of the survey were sent to non-respondents approximately two weeks after receipt of the first survey. Response times varied from several hours to several weeks, with most respondents replying within one to three days of receipt.

RESULTS

Respondents. A total of 135 individuals replied, for a response rate of 62.5%. The schools they represent ranged from small, private liberal arts colleges to flagship universities of large state systems. A total of 59 respondents (43.7%) took advantage of the e-mail reply function to readily elaborate on their numeric responses. The results presented here, then, include not just the statistical analyses of the data but exemplary quotes received as well.

Four respondents (3%) reported no use of computers in their public relations classes. These respondents were employed in a variety of settings. Their only shared characteristics were having fairly large numbers of undergraduates compared to the number of faculty and having a small to nonexistent graduate program.

Of the remaining 131 respondents, 43.5% were female and 56.5% male. They ranged in age from 27 to 68 years of age, with 48 as the median. Almost 80% had been with their current organizations 15 years or fewer, and not quite 75% had been involved in public relations education for the same length of time. From these statistics and from comments volunteered on the surveys, it was evident that many respondents had started teaching in a related area and had taken on public relations courses after the start of their professorial careers or were heads of departments in charge of the public relations classes who did not themselves teach public relations classes.

Respondents were asked to indicate all applicable job titles: 8.4% were instructors, 26% were assistant professors, 35.1% associate professors, and 24.4% professors. Sequence coordinator was indicated in 24 (18.3%) cases, and department head in 39 cases (29.8%). Correlation data indicate that the number and position of women in supervisory positions in public relations education is similar to that of women in the profession (Wright, Grunig, Springston, & Toth, 1991). Being female significantly correlated with being an instructor ($R = -.25$; $p = .003$), with having fewer years experience in public relations education ($R = .24$; $p = .007$), and with being younger ($R = -.21$; $p = .045$). Women were significantly more likely than males to be instructors ($t = 2.99$; $d.f. = 129$; $p = .000$), to have other job titles such as intern coordinator ($t = 1.53$; $d.f. = 129$; $p = .002$), and not to be assistant professors ($t = 1.12$; $d.f. = 129$; $p = .023$) or department heads ($t = 1.14$; $d.f. = 129$; $p = .021$). Older respondents were significantly more likely to be

male ($t = 2.03$; $d.f. = 91$; $p = .001$) and to be associate or full professors and department heads.

Public Relations Programs. Most respondents worked at schools with a public relations sequence (39.3%) or emphasis (17.8%). Stand-alone public relations departments accounted for only 3.7% of respondents' work venues. Public relations and advertising departments accounted for 6.7%; and public relations and journalism departments were somewhat more common at 9.6%. Twenty-three percent fell into other categories.

A total of 42.2% of respondents reported having one or fewer full-time public relations educators in their programs. As one respondent explained, "Our full-time faculty . . . are primarily assigned to other emphases, but are qualified to and do teach courses in the pr sequence." Another 30.4% reported having two full-time pr educators; together these two categories accounted for over two-thirds of respondents (median = 2). Another 11.9% reported three full-time pr educators, with totals up to eight accounting for the remaining 15.6%. The distribution for part-time educators was similar, with a skew toward slightly higher numbers of part-time faculty. Over three-fourths (77.5%) of respondents reported having three or fewer part-time pr educators in their programs, while among the remainder, programs had up to eight part-time pr educators.

Just over one-third (35.3%) of respondents reporting having 50 or fewer undergraduates enrolled in their public relations programs; another 27.8% reported having 51 to 100 undergraduates. The remaining 36.8% reported having 101 undergraduates or more, with 5 respondents indicating their programs enrolled more than 200 undergraduate public relations students. Over two-thirds (80%) reported having fewer than 10 masters students (including those with no graduate program). Another 10% had 11 to 20 masters students; the remaining 10% were evenly split between those with 21 to 30 masters students and those with more than 30.

Computer Hardware, Software, and Decision Makers. The most common computer system for classroom use was the Power Mac (55%). Next most common was an IBM or IBM clone (51.9%). Respondents marked all systems that applied; thus another 45% noted that they had regular Macintosh systems in their labs as well. Two respondents marked other systems, such as a Vax mainframe; no respondents marked that they did not know what systems were in use.

While no IBM users volunteered that they were switching to Macintoshes, four respondents noted they were planning to switch from Macintoshes to IBMs. Some of the comments volunteered on the issue by those reporting having Macintoshes include the following: "Mac is not 'real' business world—I tell them [students] to become fluent with PCs"; "We are in the process of creating better computer labs. These will be PC based and use Windows 95 and NT"; "More and more of my students use IBM or IBM compatible with Windows, so since we have a Mac lab they can't use the . . . software outside of the lab." Another noted the trouble of trying to keep up: "We are struggling to keep up with technology. We have made significant strides in the past two years, but the truth is that you can't possibly be cutting edge. By the time you purchase the stuff it

is out of date."

When asked who decided which computer systems would be installed (see Table 1), most respondents said it was the decision of the head of the department (34.9%). A total of 16.7% said a technology committee decided, and 15.9% said the Dean was responsible for the decision. A centralized office was marked by 15.1% of respondents; no other category was noted by more than 10% of respondents. A significant correlation existed between having PowerMacs and the distance of the decision maker from the department; in other words, the higher up the administrative scale the decision maker, the more likely it was that the public relations sequence would have PowerMacs for student use ($R = .177$; $p = .048$). One respondent pointed out that it was the donor of the hardware who decided just what that hardware would be—the decision was not an internal one.

Table 1. Primary Decision Makers for Computer and Operating System Purchases

Primary Decision Maker	Computer Systems (%)	Operating Systems (%)
Central university or college purchasing office	15.1	22.0
Dean	15.9	15.0
Business manager	1.6	0.0
Head of department or sequence	34.9	27.6
Individual professors	9.5	9.4
Technology committee	16.7	17.3
Other	6.3	8.7

While respondents were aware of what hardware was in their labs and would volunteer a specific preference, they were less sure of themselves when indicating what operating systems were in use. While only 6.9% said they did not know, it was obvious that many more should have marked this category, with some respondents indicating they had Macs running DOS or specifying operating systems such as Microsoft Word, Netscape Navigator, and even the American Heritage Dictionary. One respondent frankly stated:

I am not the most computer-literate guy you'll ever meet, although I know enough to survive. I am pretty much obliged to rely on others in the School of Journalism to handle most of the computer-related stuff such as equipment and programs and the proper utilization of them.

Of those marking a specific operating system category, Mac OS was the most commonly mentioned (63.4%), followed by Windows (all versions; 52.7%). A total of 9.9% indicated DOS, and 6.9% marked OS/2. Because respondents marked all that applied, the percentages total more than 100%. Women were significantly less likely to report using DOS ($t = 2.81$; $d.f. = 129$; $p = .000$) and to know what operating system was in use in general ($t = 1.43$; $d.f. = 128$; $p = .004$).

When asked who decided which operating system to use the answers were somewhat different than those given for hardware, with the decision appearing to be somewhat further removed from the department level. The highest proportion of

respondents (27.6%) said it was the head of the department's decision, and another 22% said it was the responsibility of a university-wide body. A total of 17.3% said it was a technology committee decision, and 15% said it was the Dean's responsibility. Given that the hardware chosen often dictates the choice of operating system, the lack of correlation between operating system decision makers and hardware purchase decision makers may be indicative of the confusion on the part of respondents noted above on just what constitutes an operating system and on which platforms they run.

A total of 37.7% of respondents did not list specific software programs that students should know. A few volunteered their reasoning: "skills are transferable," "there is always new software," and "variety is too diverse." One suggested some general skills and noted that "I do not believe in requiring specific brand name software, per se." Of the 61.9% that did recommend specific software, desktop publishing programs were mentioned most frequently (QuarkXpress and PageMaker), followed by word processing (Word, WordPerfect). Many respondents mentioned presentation software, such as PowerPoint, and Photoshop. Statistical analysis software was mentioned infrequently (SPSS, 6 mentions; SAS, 1 mention), and time tracking software (Time Slips) and project management software (PR Pro) were mentioned only once each. Also receiving few mentions were Web browsers, databases, spreadsheets, and drawing programs (see details in Table 2).

Table 2. Frequently Mentioned Software Packages Students Should Master (N=131)

Software	No. of Mentions	(%)
QuarkXpress	35	(26.7)
PageMaker	25	(19.1)
Microsoft Word	17	(13.0)
WordPerfect	10	(7.6)
Photoshop	14	(10.7)
PowerPoint	8	(6.1)
Excel	7	(5.3)
SPSS	6	(4.6)

DISCUSSION

From the survey results, it is apparent that AEJMC public relations programs occupy marginalized positions within many colleges and universities, which may restrict the power they have to instigate technological change. The low number of stand-alone departments, the high number of public relations programs classified in "other" sequences, the large number led by instructors, and the low number of full-time faculty and relatively higher number of part-time faculty suggest that these programs do not occupy a position of relative power. As such, they may be dependent on the whims of their superiors for necessary resources and lack the ability to set technological standards. What is clear is that many leaders of public relations education have firmly embraced technology as a part of the public relations curriculum.

Furthermore, although respondents indicated a high degree of commitment to graphic and visual skills, respondents indicated a shift toward IBM computers from Macintoshes,

which have traditionally been associated with better suitability for graphics work. The results suggest the dominance of Windows in "the real world" is having an effect in the academy as well. Particularly noteworthy was the comment that IBMs were "real world." The second phase of this study is designed to test just such an assumption.

Also noteworthy is the fact that the further away from the public relations program administrator and higher up the administration chain hardware decisions are made, the more likely the decision is to adopt PowerMacs, quite possibly because they represent the lowest common denominator that could be used by a variety of departments and support a variety of applications. Public relations programs lacking decision making power over hardware and software, then, may reflect a less than optimum learning experience for their students because of hardware constraints. An increasing concern only touched on in this study and requiring further work is the trend toward proprietary agreements between institutions and hardware and software companies that enforce one standard for the entire campus. In these instances, many programs will have to adjust as best they can or do without.

The results do not suggest, however, that bigger, in terms of program size, is necessarily better. In line with Gustafson and Thomsen's (1996) suggestions for ways in which new technologies can be integrated into the curriculum without straining existing resources, many respondents from smaller schools and state universities not known for their wealth reported innovative and heavy use of technology skills in the classroom. Resources, then, were not a limiting factor in what could be accomplished in the classroom and the curriculum.

Larger issues, however, remain regarding the appropriate role of technology within the public relations curriculum; how technology is and can be used to enhance pr students' intellectual, creative, and theoretical abilities; and whether professionals are willing to hire or even grant internships to students who do not provide technological skills as part of their package. All of these issues warrant future in-depth research to further augment findings of the report on public relations education jointly sponsored by the National Communication Association and the Public Relations Society of America (Stacks, 1998). The second phase of this study will address the technological skill expectations of professionals who are hiring new public relations graduates.

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PR PROGRAMS

PHOENIX 2000 took shape and arose beside the Mississippi River in Memphis in December 1999 at AEJMC's winter meeting.

You've likely heard tales about AEJMC's "chips" session during which participants representing each Division vie for co-sponsorships and time slots for the next conference. Rather than focusing on the fine art of finagling involving scheduling, rescheduling and renegotiating, consider instead that essentially 27 time slots were available from Thursday through Saturday to program 10 panels, four research sessions, one luncheon, and three Division board and/or business meetings. Add to that a pre-scheduled scholar-to-scholar session and an additional research session the PR Division received to help increase research paper acceptance rates.

The final equation for the PR Division is a 21-session and meeting program over three and a half days, and hopefully something of interest for all Division members. The convention theme of "Does Journalism and Mass Communication Research Really Matter?" provided a wonderful starting point for planning the public relations program with the "Does public relations research really matter?" pre-conference session for both practitioners and professors.

Cases and specialized public relations practices will be found in panels on school violence, Census 2000 as an IMC plan, and relationship management involved in the Grand Canyon. A variety of interests will also be explored in "Leveling the field" as participants discuss how disenfranchised groups find voices in the court of public opinion through public relations.

Those with interests in international, history and/or theory will want to meet Everett Rogers at the diffusion research panel. Balancing this retrospective look at 20th-century research will be a look into the future with an exploration of the legal and ethical ramifications of new technology in the panel, "Prying eyes, selling messages: database microsegmentation and privacy."

Practical information will also be available at a follow-up to and expansion of last year's examination of rogue web sites. Moreover, two sessions will offer insight into teaching issues – service learning and teaching ethics. And don't forget the top teaching papers session. Administrative concerns for student assessment and career placement will be covered in a session which will include practitioners and professors from public relations and advertising.

And so from the winter meeting in Memphis, a jam-packed program emerged which includes six research paper sessions that will hopefully reflect Division interests perhaps not covered in the panels. With 21 total sessions and meetings just within the PR Division, you might not notice that it's August in Phoenix 2000 – even without the humidity.

Tuesday, August 8

5:30-8:30 p.m. Does public relations research really matter?

Co-sponsor: Minorities & Communication

This pre-conference session is designed to blend the needs of practitioners and educators. With public relations research a part of the curriculum at many schools, faculty have a need to explore options for teaching the course as well as for blending course requirements with expectations of those in the field. Many practitioners also still lack confidence in their own research abilities. Together, practitioners and

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SUBMISSIONS TO *TEACHING PUBLIC RELATIONS* MUST FOCUS ON ENHANCEMENT OF PUBLIC RELATIONS EDUCATION, AND ARE ACCEPTED BASED UPON EDITORIAL BOARD EVALUATIONS OF RELEVANCE TO PUBLIC RELATIONS EDUCATION, IMPORTANCE TO PUBLIC RELATIONS TEACHING, QUALITY OF WRITING, MANUSCRIPT ORGANIZATION, APPROPRIATENESS OF CONCLUSIONS AND TEACHING SUGGESTIONS, AND ADEQUACY OF THE INFORMATION, EVIDENCE, OR DATA PRESENTED. REFEREED PR DIVISION MANUSCRIPTS ACCEPTED FOR PRESENTATION AT AEJMC'S NATIONAL CONFERENCE, AND MEETING TPR'S PUBLICATION GUIDELINES, ARE ACCEPTED AUTOMATICALLY (PLEASE INCLUDE VERIFICATION WITH SUBMISSION).

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academicians often miss opportunities to collaborate on projects, whether for class or as part of developing the body of knowledge for public relations. Highlights include the IABC Report about what a variety of practitioners want and need from research; demonstrations of research and/or data analysis tools for class or professional practice; and the impact of new technology in obtaining minority and ethnic opinion.

Wednesday, August 9

- 8:15 a.m. PR Research Papers
- 9:45 a.m. Service learning in the new millennium
Co-sponsor: Community College Journalism Association
Placing students in volunteer positions with non-profit organizations can be just one way to meet course objectives. Instead of spending class time talking about the kinds of things they need to know, students work side by side with professionals and get first-hand experience and knowledge.
- 11:30 a.m. Top PR Research Papers
- 1:00 p.m. Prying eyes, selling messages: database microsegmentation and privacy
Co-sponsor: Council of Affiliates
Tracking consumer behavior through caller-ID technology, web site hits and UPC codes has given practitioners tremendous new capacity to allow audiences to segment themselves into tightly targeted sub-segments. This session will explore the rapid new advances in developing behavior-driven market segmentation with an overview of privacy concerns that have developed because of the new technology.
- 4:15 p.m. Rogue Web Sites II: the continuing saga of good and evil
Co-sponsor: Communication Technology & Policy
This panel will update practitioners on cyber relations and managing cyber crises. Dissatisfied customers and disgruntled employees are finding forums in cyber space to lodge complaints that may garner far more attention than justified because of the medium. Public relations practitioners and other organizational representatives are increasingly finding a need to develop strategies to monitor this new form of hate speech/hate mail and/or sabotage as a continuing crisis management technique.
- 6:00 p.m. Census 2000: embracing IMC and technology
Co-sponsor: Minorities and Communication
Census 2000 is the first to use paid advertising and the first to permit multi-race identification. Special attention was paid to researching traditionally undercounted groups, resulting in a paid advertising campaign targeted at minority populations and the implementation of a language program publishing the census forms in six languages and questionnaire assistance guides in 49 languages. Additionally, the panel will highlight online promotion and how to access and use census bureau data in research.

Thursday, August 10

- 8:15 a.m. Scholar-to-Scholar research session
- 12:00-1:00 Outgoing Executive Board Meeting
- 1:00 p.m. Leveling the field: disenfranchised groups using PR and advertising
Co-sponsor: Media and Disability
In a field too often dominated by corporate communication interests, too little attention has been paid to the ways that groups outside of the dominant coalition elbow their way into public debates through the equalizing power of communication. I think we could show some powerful examples of the ways that innovation is brought into society by smaller groups who harness public relations and advertising to their cause to break into policy debates.

- 2:45 p.m. PR Research Papers
- 4:30 p.m. Teaching ethics as a part of public relations management
Co-sponsor: Council of Affiliates
With the globalization of public relations has come the need to integrate ethics into all management considerations because norms of ethical behavior are often culture-bound. However, at the management level, ethics is often treated as a special consideration, not part of the day-to-day business operation that it must be. Discussing how to integrate ethics at these levels will prepare students for the pressure and pragmatism of day-to-day management decisions.
- 6:15 p.m. Diffusion research in the 20th century: a tribute to Dr. Everett M. Rogers
Co-sponsor: International Communication Division
Dr. Rogers' book, *Diffusion of Innovations*, has made a deep impact on students, scholars and the general public. Panelists will speak about diffusion research from such perspectives as development communication and new communication technologies.
- 7:45 p.m. Dinner anyone?
- 9:45 p.m. Public Relations Business Meeting

Friday, August 11

- 7:00 a.m. Incoming Executive Board Meeting
- 8:30 a.m. Lockdown on learning: Public relations and media response to school violence
Co-sponsor: Community College Journalism Association
One of the most pressing social issues of the day is school violence. The past three years have been perhaps the bloodiest of America's educational history. The causes are many, and there are corollary issues around adolescent mental health and development, treatment by peers and so on. Moreover, the role of news media in school violence incidents is a two-edged sword. Reporters and editors have an obligation to cover legitimate news events. On the other hand, school officials, parents and law enforcement agencies often feel the news media aggravate situations with the focus on hysteria and body counts.
- 12:00 noon Off-site luncheon
- 2:45 p.m. Top Public Relations Teaching Papers
- 4:30 p.m. Student assessment: Academic and marketplace perspectives
Co-sponsor: Advertising
- 6:15 p.m. Managing resources and recreationists: Issues facing the Grand Canyon
Co-sponsor: Science Communication Interest Group
The Grand Canyon is a rare and biologically fragile ecosystem of the West. Few would argue the significance of this natural wonder. However, its importance to native culture, its fragility as an ecosystem and its inherent management challenges are less widely understood by media professionals and the public at large. This panel will examine the challenges and opportunities facing the Grand Canyon region and investigate ways to communicate effectively about these issues to media professionals and the public.

Saturday, August 12

- Morning AEJMC information sessions for Division officers including paper competition chairs
- 1:00 p.m. Top Student PR Research Papers

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Convention Features Faculty Placement Service

INDIVIDUALS SEEKING POSITIONS and schools seeking job applicants may find each other through AEJMC's Job Placement Service during the August 9-12 convention at the Hyatt Regency in Phoenix, Arizona. Individuals may review files on position openings, while schools may review vitas and/or schedule preliminary interviews with individuals seeking positions.

AEJMC members may use the service free of charge. Individuals who are not AEJMC members are charged \$25 to use the service.

Although interviewing rooms will be available this year, AEJMC will assist interested parties in setting up interviews.

Applications are pre-numbered and designed to be used individually. In order to provide a more complete and useful service for our members, the placement service will limit applicants to 100. Applicants must receive an official application from the central office in order to participate in the service. There will be no on-site registration for individuals using the service.

Those interested in using the service will be mailed an application form which should be completed and mailed back to the AEJMC central office before June 30.

Contact:

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