PRUPDATE

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in situ RESEARCH

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In this issue's in situ research column, Derina Holtzhausen from the University of South Florida explores why new media technology and an inexpensive, accessible global distribution network should make us reevaluate the role accorded to media relations practitioners in our field. She argues that those new realities, in which information is often the product, have inflated the importance of media relations. This dynamic, worldwide flow of information can unite formerly dispersed audience members into a single public. This may lead us to consider supplanting strategic communication with the crisis communication paradigm as a more useful planning model for public relations. A provocative article that introduces important questions for practice and pedagogy.

If you would like to create a research note of 300-500 words on your own in situ research, newsletter editor Susan Gonders *(SGonders@ hotmail.com)* is eagerly awaiting your contribution.

- William Thompson

ELECTION BALLOT
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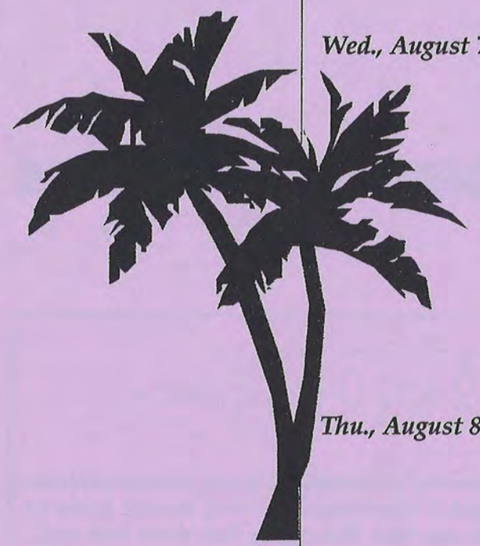
AEJMC

miami beach • august 7-10, 2002

TENTATIVE**CONVENTION**PROGRAM



Tue., August 6

1:00-5:00 PRE-CONFERENCE
Ways of Knowing: A Practitioners' and Professors' Summit on Research
Lou Falk and Lisa Fall

Wed., August 7

8:15-9:45 RESEARCH: Top Student Papers

10:00-11:30 PF&R (PR/Mag.)
Animal Conservation or Animal Cruelty
Lisa Fall

11:45-1:15 RESEARCH: Top Faculty Papers

1:30-3:00 TEACHING (PR/Adv.)
Theory Across the Curriculum
William Thompson

3:15-4:45 MINI-PLENARY (ICIG/CJ/VisComm)
Dealing with Violence and Trauma

5:00-6:00 RESEARCH: Extra PR Session

Thu., August 8

11:45-1:15 PF&R (Science/PR)
Communicating about Physical Hazards
Joye Gordon

1:30-3:00 SCHOLAR TO SCHOLAR

3:15-4:45 PF&R (PR/MME)
Segmenting the Spanish Media Market
Pat Curtin

5:00-6:30 RESEARCH: Top Faculty/Student Papers

6:45-8:15 "YEARBOOK SIGNING PARTY" SOCIAL

8:30-10:00 PRD BUSINESS MEETING

Fri., August 9

7:00-8:00 INCOMING EXECUTIVE COMMITTEE MEETING

8:15-9:45 PF&R (PR/Science)
Marketing Medicine to the Masses
William Thompson

11:45-1:15 PRD LUNCHEON

5:00-6:30 PF&R (PR/Advertising)
Bridging the Gulf: Cuba to Afghanistan
Ken Plowman

Sat., August 10

10:00-11:30 PF&R (PR/Advertising)
Is IMC Dead?
Ken Plowman

1:30-3:30 Teaching (Ethics/PR)
Teaching PR Ethics
Peggy Bowers

3:15-4:45 Teaching Panel (PR/CCJA)
Writing Isn't Everything: Other Skills Needed
Larry Lamb

VICE HEAD and PROGRAMS CHAIR
Ken Plowman
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OPPORTUNITIES FOR STUDENTS

It's always a good idea to encourage graduate students to get involved with the PR Division, but the opportunities available to students at the 2002 AEJMC Convention will be especially beneficial.

Preliminary PRD convention plans are to have at least a couple of sessions at the pre-conference especially for graduate students. Among ideas perking are "The ABCs of AEJMC," which would be a primer on how to take advantage of the stimulating ideas for scholarship and the golden networking opportunities with potential research collaborators at the convention. There will be roundtables on research orientations, as well as a panel of the field's leading scholars to discuss "hot" research topics for those graduate students who are in the process of selecting their dissertation topics. Ken Plowman has scheduled the session for top graduate research papers for early Wednesday morning following the Tuesday pre-conference, so students can take advantage of this convenient time packaging.

Carolina Acosta-Alzuru and Karyn Ogata Jones are working to resurrect the buddy mentoring program for the convention, and we're developing ideas to help students network with the leading scholars during the Thursday evening social. A "Yearbook Signing Party" will have a prize drawing for students and faculty members who have their program booklets signed by the "secret signee," one of the division's panel participants whose autograph is the key to prizes. Following on the heels of last year's "I'm So Cited" social, it promises to be a fun way to network with the top names in our field.

Don't forget about PRD awards that help students. Inez Kaiser Awards provide one-year memberships in AEJMC for graduate students of color, and the Roschwalb Grant helps undergraduate and graduate students with travel money for international study or research.

Graduate students can stay on the cutting edge concerning impending research in the newsletter's special "in situ" forum, and they are encouraged to submit their own contributions.

Surveys Provide Insight for Upcoming Convention

The evaluation questionnaires for the public relations-sponsored sessions at the 2001 AEJMC Convention in Washington, D.C., were overwhelmingly supportive and offered some positive input for our division as we prepare panels for the next convention in Miami. Attendance last year averaged 25 attendees per session, an excellent turnout that we can hopefully duplicate this August.

One of the key questions from the research paper sessions was about the balance between theoretical and applied papers. Most respondents said the balance was about right, meaning more theory is presented at AEJ. Several comments added that practical implications are incorporated into the presenters' discussions, and that applied papers should be theory-based as well. One dissenter said that papers should directly relate to the field; otherwise the results are of no use. In response to the question about making presentations more interesting, most said they were good but several tips were offered:

- Don't read the screen. Look at the audience. Keep a more conversational style.
- Keep to the main/most important points. Keep lit review items to a minimum. Keep on time.
- Prepare and polish presentations more ahead of time.
- Focus on what is new and different.

One respondent event raised the question about the usefulness of discussants, and possibly allowing more time for the audience to participate.

Regarding the panel evaluations, one respondent was amused in the interactive media session that several of the panelists spoke directly from notes on their laptops. "Does it make the presentation more technology-oriented if you speak from your laptop?" she asked.

More visual presentation would have been appreciated from the emerging democracies panel although the discussion of Romania and Latvia provided good examples for the classroom.

Respondents were of many opinions on the panel for writing short. One said he had taught writing for 44 years and gained new insight – the panel had great variety. Another said she could have gotten the same information from her own lecture notes – the advice was too basic. Another was looking more for tips on how to teach writing – e.g., ways to help/motivate students.

On the panel about critical research, one respondent said the format was excellent – good use of discussant questions to guide the panel rather than the typical format of opening remarks followed by questions and answers. Others said it would have been better to allow the panelists to speak longer and have fewer comments from the discussant.

A respondent wanted the division to do something like the spiral of silence panel again, while another added that they wanted to hear someone "abled" but experiencing the effect of the spiral of silence in either the corporate or professional work situation.

Report by Ken Plowman

IN SITU RESEARCH

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RETHEORIZING PUBLIC RELATIONS' MEDIA RELATIONS ROLE

One of the "Holy Grails" of public relations theory is that media relations duties are relegated to mere public relations "technicians." Since the press agentry model has been formulated, media relations has been denigrated to the extent that most practitioners would hardly admit to doing this lest others think they do not perform management duties. I believe these underlying assumptions have inhibited public relations scholars from reexamining the media relations role and trying to understand this role in the context of emerging social, cultural and political factors that are creating a totally different dimension to this role.

This reevaluation should be stimulated by changes in the nature of the media. Media now saturate our every waking moment, and the media relations role is now not necessarily driven by crises but rather by the incessant need for information so typical of our time (Gephart, 1996). News channels on cable television and electronic newspapers need new content on a 24/7 basis. Although this allows for more opportunities to use the media for publicity purposes, it also creates the opportunity for more negative coverage of organizations' behavior, which requires different, and more strategic, practitioner skills. Second, media are more global, more immediate and more influential than in any previous historical period. The Internet in particular has made it possible for global communication campaigns to be launched by groups who in the past had no financial resources to compete with traditional power holders, such as corporations, governments and giant media companies. At the same time, those traditional power sources have become more adept in using their own communication to affect global trends and policies (Mayhew, 1997).

This global audience also challenges our understanding of a "general public." We have taught our students that there is no general public, and that we need to segment specific publics. However, the pervasiveness and reach of new media might well mean that an influential "general public" could be assembled from individuals scattered throughout the world, using the media only. These scattered individuals, who might never form a coherent, identificable "active public" within the traditional public relations definition, could still create a firestorm of public opinion crossing the globe that could directly affect groups such as consumers and investors. Such scholars such as Hallahan (2001) have already done some research in this regard, and these new theories of publics need to be incorporated into a new theory of media relations.

This media pervasiveness requires from practitioners an increased knowledge as well as a new kind of knowledge that defies our traditional perception of the media relations technician. In a recent research study, we found that the more senior public relations practitioners became, the more they performed the media relations role. Qualitative data suggested practitioners do not require technician skills as much as an extensive knowledge of current social, political, economic and cultural trends to perform this duty. In effect, this function now requires the technical skill, strategic acumen and cultural sophistication to design media efforts that will immediately be distributed across the globe. This has transformed information from a supporting commentary on the products our society produces to a new reality in which information is the product.

Baudrillard (1981) underscored this important new social role of media. He believed a new era of simulation has dawned where society is organized around simulation codes and models that replace production as the organizing principle of society. He coined the term "semiurgical" society (p. 185) where signs take on a life of their own and come to constitute a new social order structured by models, codes and signs, created by new technologies, the media and, inevitably, public relations practitioners. In essence, public relations practitioners and other media professionals become the architects, engineers and inventors of this new social order and media relations become the responsibility of public relations heavyweights, not of technicians who write releases for mere publicity value.

This background shapes the possible tenets of a new theory of public relations' media relations role:

1. An exploration of the role of media and new technologies in current society.
2. The role practitioners play in shaping society through their use of the media.
3. The knowledge practitioners require about the social, cultural, political and economic trends in society.
4. A reevaluation of the role theory that depicts the media relations role as a technician function.
5. The reevaluation of the concept of a "general public" in public relations theory.

Perhaps, if we can acknowledge this changing scenario and challenge the dominant perspective of media relations as press agentry, we will start asking the right questions.

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How We Teach Graphic Design to Public Relations Students

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ABSTRACT

This two-survey study was motivated by the Commission on Public Relations Education's report. The first surveyed AEJMC unit heads (272, 72% response rate) to determine who teaches graphic design courses for public relations students. The second surveyed those educators (127, 53% response rate). This study concludes that public relations programs are implementing the Commission's call. However, more of these courses need to be designed to meet the specific educational needs of public relations students.

A special issue of *Public Relations Review* identified visual/interactive communication, along with ethics, management, and campaigns, as four new core competencies for public relations majors. The article noted that "substantial advances in the applications of video and computer-based technologies" now requires visual and computer literacy of public relations majors. It listed "using computers to present and display messages, PageMaker/desktop publishing, and Internet applications including Web page design," and four broadcast graphic skills as vital.[1]

Yet little is known about the type and extent of graphic design and desktop publishing instruction for public relations students. What percent of universities offer graphic design courses? Do public relations students taking such courses get comparable experiences from university to university? Are their instructors qualified public relations educators? Are students taught in similar ways with similar teaching methods? Do they utilize the same software and hardware, produce the same kinds of projects, and have similar assignments?

The purpose of this study is to provide information about graphic design instruction for public relations students in AEJMC schools. It is in response to the Commission on Public Relations Education's 1999 report and various articles in the Spring 1999 issue of *Public Relations Review* based on research included in the Commission's study.

The Commission on Public Relations is composed of educators from the Public Relations Society of America (PRSA), the Association for Education in Journalism and Mass Communication (AEJMC), the International Association for Business Communicators (IABC), the International Communication Association (ICA), and the Speech Communication Association (SCA).

These educators surveyed 1,500 educators and practitioners to determine the skills, knowledge and concepts that students at the undergraduate and graduate levels need in order to be successful in the field. They also considered characteristics of public relations educators, pedagogy, and assessment techniques needed to assure the students' success.[2]

The Commission noted that "students should be able to demonstrate knowledge of design and layout principles, computer skills, software proficiency and message design."[3] Recognizing that larger public relations programs are better equipped than smaller ones to incorporate a greater variety of courses, the Commission suggested various ways of providing students with these visual communication, graphic design and desktop publishing competencies. For small programs, they suggested combining these competencies with a message production course. For large programs, they suggested a separate course.[4]

Importance of Graphic Design Education

The Commission found visual/technological communication to be one of four areas of communication production and presentation skills important to success in public relations practice and, thus, necessary to public relations education.[5]

Before the Commission's report, prior studies had already noted the importance of visual communication and graphic design to the public relations field.

A 1997 study of integrated marketing communicatiions (IMC) across four industries found that three types of publications – "trade publications," "collateral material," "trade promotions" – were among the most notable and most frequently considered forms of communication in campaign planning. The study also found that business considered trade publications as one of four activities deserving top consideration in the IMC mix.[6]

It was also noted in 1997 that public relations practitioners can communicate best with some publics with images and others with words, but that the most successful publications are those that appeal to publics through images and words that reinforce one another.[7]

In 1998, interviews were conducted with three organizations including a $20-billion corporation, a national retail and distribution company with approximately 30,000 employees, and a major financial corporation in the Midwest with more than 850 employees nationally. The interviews revealed that internal publications provide a major way of communicating with employees.[8]

A 1997 national survey revealed that both educators and practitioners rated writing/editing and graphics/production skills among several important standards of public relations competence. However, educators rated writing and editing technical skills (4.02) and graphics and production technical skills (3.32) higher than did practitioners (3.47 and 3.06, respectively). Those conducting the survey concluded that continuing education and more articles in trade journals should address both types of communication to assure that practitioners meet basic standards. It noted that educators place considerable emphasis upon writing/editing and graphics/production skills and consider themselves strong in both.[9]

Yet public relations programs spend far more time teaching students to communicate verbally than visually. The Commission's study found that 14.6% of all public relations courses deal with verbal communications while none deal with visual communications. Visual communications could be included in the 9.8% "other" and 3% "special topics" categories, but even if all of these categories were devoted to visual communications, its instruction would not equal verbal communications.[10]

TPR submissions 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. Papers selected for the PRD's top teaching session at AEJMC's national convention and meeting TPR's publication guidelines can be published without further review if edited to a maximum of 3,000 words. Authors of teaching papers selected for other PRD sessions are also encouraged to submit their papers for the regular review process. E-mail attachments in Word 97 (or earlier) or 3-1/2" diskette submissions are encouraged. Plain text e-mails or fax submissions are not accepted. For mail submissions, four hard copies of each manuscript must be submitted. Names of authors should not be listed on the manuscript itself. A detachable title page should include the author's title, office address, telephone number, fax number and e-mail address. Final manuscript must be in a readable 9-point type or larger and total no more than 280 single-spaced column inches of copy (approximately 12 pages or 3,000 words), including title, author, footnotes, tables, charts and attachments. Upon final acceptance of a manuscript, the author is expected to provide a plain text e-mail version to the *PR Update* editor. Back issues of TPR are available on the PRD website:

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Educators' Use of Technology

A decade ago, a survey of educators teaching desktop publishing considered themselves weak in desktop skills with most (83%) having to teach themselves on the job. At that time, 95% of responding schools noted that desktop publishing was taught by department professors. The most common format for classes was lecture/lab combinations (84%).[11]

Table 1
COURSE TITLES
from most frequent

Titles	*F*
Graphic Design	20
Desktop Publishing	19
Graphic Arts	11
Publication/s Design	8
Graphics of Communication	6
Visual Communications	6
Public Relations Publications	5
Graphic Communication/s	4
Computer Graphics	3
Graphics	3
Media Graphics	3
Publication/s Editing & Design	3
Publication Layout & Design	3
Advanced Editing	2
Commercial Art	2
Communication Graphics	2
Editing & Design	2
Mass Media Graphics	2
Public Relations Techniques	2

Table 2
KEY WORDS IN COURSE TITLES
from most frequent

Words in Titles	*F*
Design	70
Graphics	69
Publications	37
Communication	34
Desktop Publishing	25
Electroic/Computer/Digital	18
Visual	14

Table 3
PRIMARY TEACHING AREAS
by prior public relations experience, degree in public relations and full-time teaching

PRIMARY TEACHING AREA	Prior PR experience N=122		Degree in PR N=123		Teaching full-time N=124	
	YES	*NO*	*YES*	*NO*	*YES*	*NO*
Public Relations n=24	22	2	13	10	22	2
Advertising n= 8	5	3	3	5	8	0
Journalism n=42	22	20	2	41	37	6
Graphic Arts n=24	9	14	0	24	21	3
Communication n=11	6	5	0	11	9	2
Visual Communication n=11	3	5	0	8	7	1
Didn't provide area n= 6	5	1	1	5	3	2
TOTAL	72	50	19	104	107	17

Table 4
RANK
by prior public relations experience, degree in public relations and full-time teaching

RANK	Prior PR experience N=103		Degree in PR N=104		Teaching full-time N=105*	
	YES	*NO*	*YES*	*NO*	*YES*	*NO*
Associate Professor	23	13	5	32	37	0
Assistant Professor	20	12	7	25	32	1
Full Professor	5	6	1	10	11	0
Instructor	10	2	1	11	10	2
Lecturer	4	3	1	6	4	3
Adjunct	2	2	1	3	1	3
Graduate Assistant	1	0	0	1	0	1
TOTAL FREQUENCIES	65	38	16	88	95	10
TOTAL PERCENTAGES	63.1	36.8	15.4	84.6	90.4	9.5

**Numbers differ because some respondents didn't answer all questions.*

As a result, the few educators with desktop publishing skills have infrequently had public relations expertise. Furthermore, the Commission found that public relations educators are rather slow to utilize new technology in the classroom.[12] Thus, the Commission urged that faculty with specific training and professional experience in public relations acquire the competencies to teach desktop publishing and other new technologies.[13]

The Commission found that most (66%) of the educators responding to the survey use course Web sites, but "neglect the Internet's interactive potential," using it mostly for assignments (66.1%) and links to supplemental resources (61.5%).[14] Public relations educators fail to use discussion groups to facilitate student-to-teacher and student-to-student interaction, primarily due to "lack of institutional support" and educator skill deficiencies.[15]

The use of Internet and PowerPoint-type presentations is also minimal. Even though three-quarters of public relations educators have access to these technologies, little more than a third of those with access actually use it to present information to students.[16]

This lack of use of new technology appears to be shared by practitioners who teach part-time as well as full-time educators. Both groups rely heavily on "old media."[17] However, the Commission found that practitioner educators were more likely than full-time educators to use the active teaching methods of case studies, full-blown campaigns and individual presentations. Yet they used the least active teaching method – lectures and guest lecturers – more than full-time educators.

Active vs. Passive Learning

Besides urging that new technological competencies be incorporated into instruction and assignments, the Commission encouraged educators to utilize more active learning for all classes:

> For instance, students must at least understand how to access and navigate the Internet and understand how a Web page can serve as a communication tool (a message design rather than a software use focus). Educators do a disservice to students when they do not integrate the Internet and other relevant media into their pedagogy when possible. Students must appreciate the new media they will be using in the workplace.[19]

Educators responding to the Commission's survey agreed that students should participate actively in the learning process:

> Class sessions and outside assignments that directly involve students in the learning process, making them partners in their own education, are preferable to those which make students passive recipients who memorize and recall information on an examination.[20]

For graphic design courses, the Commission emphasized that assignments should heighten creativity and include projects, instructor critiques, professional critiques, portfolio samples and course exams. Teaching methods should include lecture/discussion and demonstration formats, guest presentations, group work, computer lab exercises, field trips and projects for clients.[21]

Furthermore, the Commission noted that computer lab availability somewhat determines the active learning techniques that educators use. Those who dedicate lab space find it easier to use active learning strategies.

Finally, the Commission noted that active learning techniques are demanding and that "the investment of time and energy for the educator is far greater when active learning techniques are used."[22]

The Commission further cited research for planning and evaluation as an important area of knowledge for all courses. This includes segmenting publics, determining the impact of actions and communications on publics, and evaluating the results of such actions and communicatiions against desired outcomes.[23]

To determine how the Commission's findings relate specifically to graphic design courses, the following research questions guided this study.

RQ1: What percentage of AEJMC schools require, recommend or don't have graphic design courses for public relations students?

RQ2: What are the most frequent titles for graphic design courses taken by public relations students?

RQ3: Who teaches graphic design courses taken by public relations students, as defined by rank, major teaching area, public relations practice, full-time vs. adjunct positions, and whether or not they hold degrees in public relations?

RQ4: What percents of instruction in these graphic design courses are devoted to the following: (1) lecture, (2) discussion, (3) computer lab exercises, (4) projects for clients, (5) individual presentations, (6) group presentations, (7) PowerPoint presentations, (8) overhead presentations, (9) demonstrations, (10) group work, (11) field trips, (12) guest lecturers, (13) case studies, (14) exams, and (15) writing assignments?

RQ5: How frequently do graphic design courses include three important planning and evaluation techniques: (1) identifying and segmenting publics, (2) ascertaining the impact of actions and communications on publics, (3) evaluating the results of actions and communications against desired outcomes, and how is each technique taught?

RQ6: How frequently do graphic design educators utilize new media technologies: (1) Web sites, (2) Internet, (3) PowerPoint presentations for instructional presentations and/or students' active learning?

RQ7: How frequently are the following 11 publications produced by public relations students in graphic design courses: (1) folders/brochures, (2) newsletters, (3) posters, (4) advertisements, (5) logos/logotypes, (6) letterheads, magazines, (7) business cards, (8) newspapers, (9) nameplates, (10) booklets, (11) annual reports?

Methodology

Methodology included two separate surveys. The first two research questions were answered by surveying AEJMC unit heads. Research questions 4-7 were answered by surveying the educators who teach the graphic design classes. RQ3 utilized information from both surveys. The surveys were primarily exploratory, with frequency statistics used to answer research questions.

First Survey. All 420 schools listed in the AEJMC directory were contacted by e-mail or postal mail; 54 were undeliverable and were eliminated from the census.

Based on the remaining 375 schools, a response rate of 72% was achieved with 272 schools responding. Of those, 18 noted that they have no public relations program. This left 254 respondents who provided information relating to the first three research questions.

Second Survey. Of the 254 usable responses from the first survey, 84 were subtracted because they replied that they did not have such a course. This left a population of 170 schools for the second survey. To this population, the 103 nonrespondents from the first survey were added to make a total population of 273 for the second survey.

When names were provided during the first survey, the second survey was mailed directly to educators teaching the graphic design courses. Of the 270 educators mailed the second survey, 13 were returned as undeliverable and 21 responded that they did not offer a graphic design course for public relations students. Thus, the total population for the second survey was 239, of which 127 responded, for a response rate of 53 percent.

The schools at which these graphic design courses are taught have a mean of 100 public relations majors, with a range from one to 500. Half of the schools have 70 or more public relations majors. A quarter have 140 or more. Less than a quarter have 25 or fewer. Students annually taking graphic design classes range from six to 250 with a mean of 60. This mean represents two sections per semester at the ACEJMC specified enrollment for lab classes. The most frequent number was 30.

Results

RQ1: GRAPHIC DESIGN COURSES

More than a third (92, 36%) of the respondent schools having public relations programs require their students to take a graphic design or desktop publishing course. Another 78 (31%) recommend that students take such a course. Only a third (84, 33%) of schools don't offer such a course, but 10 (4%) of the 170 respondents that do, offer it through art departments.

RQ2: COURSE TITLES

After eliminating words like "introduction to" and "principles of," the most frequent titles were Graphic Design (20) and Desktop Publishing (19). Graphic Art was a distant third with 11 mentions, followed by Publication/s Design (8), Graphics of Communication (6), Visual Communication (6), and Public Relations Publications (5). See Table 1.

A tally of key words revealed that the most frequent words in titles are design (70) and graphics (69), followed by publications (37) and communications (34). See Table 2.

RQ3: WHO TEACHES COURSES

The first survey revealed that most of the graphics classes are taught by full-time faculty. However, 10 schools noted that their graphics courses are taught in the art department. Another 16 reported that their graphics courses are taught within their schools, but by adjunct faculty.

The second survey revealed that 86% of these educators teach full time, 59% practiced public relations before beginning their teaching careers, but only 15% have degrees in public relations. The largest teaching area represented by educators teaching graphics to public relations students is journalism with 42 educators. Public relations is the next largest teaching area with 24. See Table 3.

Table 5
TEACHING METHODS UTILIZED
in order of frequency

TEACHING METHODS	Number used	Number not used	Percent used
Lecture	123	3	97.6
Computer Lab Exercises	121	5	96.0
Discussion	109	18	85.8
Exams	99	27	78.6
Individual Presentations	82	45	64.6
Demonstrations	81	45	64.3
Projects for Clients	69	57	54.8
Writing Assignments	68	57	54.4
Overhead Presentations	67	60	52.8
Guest Lecturers	64	62	50.8
Group Work	57	70	44.9
Field Trips	45	81	35.7
PowerPoint Presentations	43	84	33.9
Group Presentations	29	97	23.0

**Some respondents did not respond about all teaching methods.*

Table 6
PLANNING AND EVALUATION TECHNIQUES TAUGHT
with frequency of methods used

	Evaluate results against desired outcomes N=124	Ascertain impact on public N=124	Identify and segment publics N=123
Not Covered	62	75	45
Covered	62	49	81
METHOD OF COVERAGE			
Lecture	19	14	20
Student Assignments	14	8	8
Textbook Reading	3	4	10
Reading and Lecture	7	9	10
Lecture and Assignment	8	1	6
Reading and Assignment	1	1	2
All	5	6	15
Only Use Noted	5	6	7

Table 7
TEACHING OF NEW TECHNOLOGY
with frequency of methods used

	Take info from Web sites N=124	Design and produce N=124	Take info from Internet N=126	e-mail to communicate with you N=127	e-mail to communicate with classmates N=125
Not Covered	46	66	47	60	77
Covered	78	58	79	77	48
METHOD OF COVERAGE					
Student Assignments	43	21	40	27	17
Textbook Reading	2	1	2	9	4
Lecture	6	2	6	8	6
Lecture and Assignment	13	13	12	6	2
Reading and Lecture	1	1	2	0	1
Reading and Assignment	1	1	2	2	1
All	5	12	4	1	2
Only Use Noted	7	7	9	24	15

The largest rank represented by those teaching graphics to public relations students is associate professor with 37 educators. Next is assistant professor with 33. An almost equal number of professors (11) and instructors (12) teach these courses. See Table 4.

RQ4: TEACHING METHODS

Most (97, 6%) of the responding graphic design educators utilize a combination of lab and theory instruction. The mean percentage of time devoted to lab instruction is 60% with 40% to theory. The mode for both is 50%.

These courses are taught primarily by a combination of lecture and computer lab exercises. More than 95% of the educators use this combination. Discussion is used by 86%, followed by exams by 79%, demonstrations and individual presentations by 64% each. See Table 5.

Table 8
PUBLICATIONS PRODUCED BY STUDENTS
with order of frequency

TYPES OF PUBLICATIONS	Number used	Number not used	Percent used
Folders/Brochures	99	28	78.0
Posters	90	37	70.9
Newsletters	88	39	69.3
Logos/Logotypes	88	39	69.3
Advertisements	84	43	66.1
Letterheads	73	54	57.5
Business Cards	67	60	52.8
Magazines	65	62	51.2
Newspapers	50	77	39.4
Nameplates	46	81	36.2
Booklets	40	87	31.5
Annual Reports	17	110	13.4

RQ5: PLANNING AND EVALUATION TECHNIQUES

Most (75, 60.1%) of the educators responding to this item noted that they ascertain the tactic's impact on the target public. Only half (62, 50%) evaluate results against desired outcomes, and slightly more than a third identify and segment publics (45, 36.3%).

The most popular method for teaching each of these techniques is lecture. See Table 6.

RQ6: NEW TECHNOLOGIES

More than a third of the educators responded that they teach new media technologies, with taking information from Web sites the most frequently taught (78, 63%), followed by taking information from the Internet (79, 62%), using e-mail to communicate with the teacher (77, 61%), designing and producing Web sites (58, 46.7%) and using e-mail to communicate with classmates (48, 38%).

The educators relied mostly on student assignments to teach these new technologies, followed by a combination of lecture/student assignments. See Table 7.

RQ7: TYPES OF PUBLICATIONS

Folders/brochures are the publication most frequently produced by public relations students in their graphic design classes. More than three-quarters (78%) of educators in this study assign them. More than 60 percent assign four other publications: posters (90, 71%), newsletters (88, 69%), logos/logotypes (88, 69%) and advertisements (84, 66%). More than half assign three others: letterheads (73, 58%), business cards (67, 53%), magazines (65, 51%). Newspapers are assigned by less than 50%. See Table 8.

OTHER FINDINGS

Most (120, 94.5%) of the graphic design courses are taught in a computer lab. Only seven (5.5%) are taught as theory courses.

The number of computers in the labs ranges from 5 to 75, with a mean of 19. The most common number is 16, which is the ACEJMC limit. Twenty of the educators reported 16 computers; 17 reported 20.

Most of the schools use Macintosh (87, 71.3%). Less than a quarter (26, 20.5%) use IBM or compatibles. Six (5%) reported using both.

QuarkXPress (71, 57%) is the most frequently used layout program with more than double the use of PageMaker (27, 22%). Almost 10% use both.

Microsoft Word (45, 40%) is the most frequently used program for graphing. Less than 2% use Deltagraph. Other programs account for less than 17% of use. The remaining use a combination.

Photoshop (95, 77%) is the most frequently used program for scanning. Only five (4%) use Ophoto and only eight (6.5%) use another program. The remaining use a combination.

Discussion

Results of this study are encouraging while indicating specific needs. For instance, it is encouraging that a third of public relations programs require a graphic design course and another third recommend one. However, more of these courses need to be designed specifically for teaching graphics to public relations students.

This will require that more of them be taught by public relations educators. Although graphic design principles are the same across disciplines, public relations students need to base graphic decisions on the purpose of the communication, the target public/s and the key message. This entails blending graphic design and public relations theory to produce a unique course, one that is so different from graphic design courses taught through journalism and art programs as to warrant a unique title such as "Public Relations Publications." Yet only five schools responding to the first survey have such a course.

That the courses in this sample are not being designed for public relations students is obvious by the same number (less than half) of the courses that deal with segmenting publics, determining the impact of actions and communications on publics, and evaluating the results against desired outcomes.

On the other hand, publications produced by students somewhat represent those produced in public relations offices. The five most often produced in classes include two of those most common in practice (folders/brochures and newsletters). The remaining three (posters, logos/logotypes and advertisements) are probably produced more by agencies than by internal public relations offices. Unfortunately, the most important public relations publications (annual reports) are covered in only 13% of the courses, while newspapers, which are rarely produced in public relations offices, are covered by 39%.

It is encouraging that most of the graphics courses are taught in computer labs so that students are learning to implement theory with technology they will use on the job. It is discouraging that the educators in this sample teach electronic technologies no more than the educators in the Commission's sample.

Nor are the educators in this sample utilizing many active learning techniques. Outside of enabling students to work on computers, little other active learning is being used in graphics classes. Most are taught through the traditional combination of lecture and discussion. To fully implement the Commission's recommendations, more educators should assign group work, presentations and realistic projects. They should also utilize more technology to deliver their instruction. For instance, just a third use PowerPoint while more than half use old overhead technology.

In conclusion, public relations programs are beginning to implement the Commission's call for courses in visual communication and desktop publishing. However, more of these courses need to be designed to meet the specific educational needs of public relations students, to utilize more active learning techniques that make students partners in learning, and to provide the new technology needed to succeed in today's public relations practice.

Future research on the Commission's report as it relates to graphic design courses should investigate differences in the use of new technology by the size of programs and differences in use of active learning methods by computer lab availability.

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21 Van Leuven, Op. Cit.

22 Coombs, Rybacki, Op. Cit.

23 Van Leuven, Op. Cit.

MIAMI TRAVEL GUIDE

The first South Floridians were the Tequesta Indians, who discovered the area more than 10,000 years ago. The Spanish claimed the area in the 16th century, and the Stars and Stripes replaced the Spanish flag in 1821. The Seminoles and a group of runaway slaves fought to stay in the area from 1836 to 1857, when most non-Indian residents were soldiers stationed at Fort Dallas on the Miami River.

The area's greatest change came through a visionary Cleveland widow, Julia Tuttle, who purchased 640 acres on the north bank of the Miami River in 1891, moving her family into the abandoned Fort Dallas buildings. Within four years, she convinced Standard Oil co-founder Henry Flagler to extend his railroad to Miami, build a luxury hotel, and lay out a new town. The railroad arrived in 1896, and the City of Miami was incorporated on July 28.

Miami Beach was born in 1913 when John Collins, a New Jersey Quaker, and Prest-O-Lite king Carl Fisher started building a bridge across the bay. During the Depression, a predominantly Jewish group came to Miami Beach and built several small hotels. World War II brought 100,000 people to Greater Miami when the Army Air Corps and the navy established major training centers.

When Fidel Castro took over Cuba in 1959, the revolution changed Miami as much as Cuba. During the next three decades, more than a half-million Cuban exiles fled to Miami.

Greater Miami and Miami Beach now feature the arts, culture, sports and entertainment, all with an international accent.

AIR TRANSPORTATION

Save up to 15 percent using special negotiated airfares.

Refer to Star File A8282AI when calling American Airlines, 5 a.m.-midnight Central time, at 1-800-433-1790. Travel must be August 1-15, 2002.

Refer to File No. 187116A when calling Delta, 8 a.m.-11 p.m. Eastern time, at 1-800-241-6760. Travel must be August 2-13, 2002.

Refer to Gold File No. 131322370 when calling U.S. Airways, 8 a.m.-9:30 p.m. Eastern time, at 1-877-874-7687. Travel must be August 2-13, 2002.

To save 10 percent on Amtrak Metroliner fares, refer to Code No. X81V-940 and dial 1-800-872-7245. Travel must be August 1-13, 2002, and discounts are not applicable to sleeping accommodations.

GROUND TRANSPORTATION

For discount rates on rental vehicles, August 1-15, refer to No. J955734 when contacing Avis at 1-800-331-1600 or at *www.avis.com*.

Reservations for airport ground transportation can be made at *www.SuperShuttle.com*, 1-800-874-8885 or 305-871-2000. The shuttle runs 24/7.

Make sure taxi, limousine and van drivers are licensed. A decal and/or license number must be on the vehicle, the driver must display a registration with a picture, and you are entitled to a receipt. The meter should display the charge for the ride, not a "per person" fee, which should be about $20 from the airport. Call Central Cab (532-5555), Tropical Taxi (859-8100) or Yellow Cab (222-2222, 444-4444, 666-6666 or 999-9999).

The Electrowave shuttle is the easiest, safest, most scenic way to travel South Beach. The cost is only 25 cents, and the shuttle has 46 stops. It runs continuously 8 a.m.-4 p.m. Monday-Wednesday, 8 a.m.-4 a.m. Thursday-Saturday, and 10 a.m.-2 a.m. Sunday and holidays.

LODGING

Miami's legendary hotel, the Fontainebleau Hilton Resort and Towers, is convention headquarters. It is situated amid 20 lush tropical acres overlooking the Atlantic. The three-building complex features a new Octopus swimming pool, a rock grotto pool, a fitness center, spa, watersports and seven lighted tennis courts. Dining options include the Bleau View, Outdoor Tapas Under-the-Trees, Trop-Art Cafe, authentic Japanese cuisine and sushi bar at Kamon, and the Poolside Beach Boiler. The hotel also has four lounges, as well as Club Tropigala, a nightclub with Las Vegas and Latin revues.

Convention rates are $119 single, $139 double (one or two beds), $164 triple (two beds), $189 quad (two beds), $170 Towers Bayview, and $195 Towers Oceanview. Children 18 and younger stay free in parents' rooms in existing beds. Check-in is 3 p.m.; check-out is 11 a.m. Reservations must be made before July 5, and before the AEJMC block is filled. After that date, rooms will be filled on a space and rate availability basis only. Contact the Fountainebleau Reservations Department, 4441 Collins Ave., Miami Beach, FL 33140, 1-800-548-8886, fax 305-673-5351, *www.fontainebleau.hilton.com*.

ATTRACTIONS

To find out more about Miami attractions, visit the following websites:

http://ci.miami-beach.fl.us,
www.miami-florida.com,
www.miamicity.com, www.miami.com,
www.misternightlife.com

The Espanola Way Weekend Festival is free, 6 p.m.-2 a.m. Friday, 10 a.m.-2 a.m. Saturday, and 11 a.m.-9 p.m. Sunday. 305-673-4166. All of the following numbers are also in the 305 area code:

Miami Metro Zoo 251-0400
Monkey Jungle 235-1611
Parrot Jungle and Gardens.....666-7834
Miami Beach
Botanical Garden 673-7256

continued on next page

continued from previous page

Miami Seaquarium.....361-5705
Everglades National Park.....242-7700
Everglades Alligator Farm.....247-2628
Fairchild Tropical Gardens.....667-1651
Vizcaya Museum and Gardens.....250-9133
Gold Coast Railroad Museum.....253-0063
Historical Museum of Southern Florida.....375-1492
Miami Museum of Science and Space Transit.....646-4200
Wolfsonian Museum.....531-1001
Black Heritage Museum.....252-3535
Sanford L. Ziff Jewish Museum.....672-1001
Holocaust Memorial.....538-1633
Miami Art Museum.....351-1700
Museum of Contemporary Art.....893-6211
Barbara Gillman Gallery.....534-7872
Bettcher Gallery.....534-8533
Lowe Art Museum.....284-3535
Midori Gallery Inc.....443-3399
Stephen Watt Gallery.....573-7020
Haitian Art Factory.....758-6939
Thomas Kinkade Gallery.....740-9620
Miami Art Works Inc.....444-8890
Miami City Ballet.....929-7000
Miami Symphony Orchestra...667-0015
Gusman Center for the Performing Arts.....374-2444
Coconut Grove Playhouse.....442-2662
Colony Theater.....674-1026
Jackie Gleason Theater of the Performing Arts.....673-7300
Miccosukee Indian Village.....223-8380
Flagler Greyhound Track.....649-3000
Hialeah Park Race Course.....885-8000
Homestead Motor Sports Complex.....230-7223
Miami Jai-Alai.....663-6400
Skydive Miami.....759-3483

Report by Susan Gonders

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❑ Derina Holtzhausen
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❑ Laurie Wilson
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Signature:_____

OFF-SITE EVENT

Miami Museum of Science

1:30-4:30 p.m. August 8

Co-sponsored by the Mass Communication & Society Division and the Science Communication Interest Group

Cost: $10 museum fee plus shared cab fare to the museum

Members will have an opportunity to tour the Miami Museum of Science during the AEJMC Convention in August.

Although a specific time has been set aside for the tour, it's a very informal activity. If the timeframe conflicts with other activities, you may wish to visit when you have some free time.

The museum includes a number of exhibits, from dinosaurs to the science of football, plus a birds of prey center and planetarium. Information about the museum is available at *http://www.miamisci.org.*

Those interested in attending should e-mail Lois Boynton *(lboynton@email.unc.edu)* University of North Carolina-Chapel Hill.

We'll meet in the lobby of the conference hotel (look for the "Museum Tour" sign) and take taxis to the museum.

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June 1 – submit newsletter copy to Susan Gonders, *SGonders@hotmail.com*

June 30 – deadline to submit ballots to Pam Bourland-Davis, *pamelagb@gsvms2.cc.gasou.edu*

July 5 – deadline for lodging reservations at the Fontainebleau

August 6 - AEJMC pre-conference, Miami Beach

August 7-10 AEJMC Convention, Miami Beach

The PRD listserv is useful in distributing position announcements and calls for papers, as well as for sharing tips and materials – all free of any cost.

To join, address an e-mail to

listserv@email.uncc.edu.

Leave the subject block blank. In the message block, type "subscribe aejmcprd" followed by your name. You will then be able to receive and distribute messages.

New subscribers were recently given incorrect instructions for distributing messages. The correct address is:

aejmcprd@email.uncc.edu.

A message sent to this address is automatically distributed to all subscribers. Messages can include attachments and hotlinks to websites.

MAILING NOTICE: Each issue of this newsletter can be found at *http://lamar.colostate.edu/~aejmcpr.* We regret that some copies of the winter 2001-2002 issue were lost somewhere in the postal system.