

# Education

## JOURNALS

“A Sharpe Perspective on PR Education,” *Public Relations Tactics*, v6n2, p. 30(1), February 1999.

Melvin L. Sharpe, professor and director of the public relations sequence at Ball State University, discusses the current relationship between the education and practice of public relations.

Benigni, Vincent L.; Cameron, Glen T. “Teaching PR Campaigns: The Current State of the Art,” *Journalism and Mass Communication Educator*, v54n2, pp. 50(11), Summer 1999.

As the capstone course in public relations education, the campaigns course bears a significant responsibility to both the student and the profession. From a survey of 598 public relations professionals, Cameron, Sallot, and Weaver Lariscy (1996) determined that educators have a responsibility to all students; practitioners should look forward to the continued influx of students actually trained in public relations who may carry a clearer sense of how to perform as professionals.

Bruning, Stephen D.; Ledingham, John A. “Relationships Between Organizations and Publics: Development of a Multidimensional Organization-Public Relationship Scale,” *Public Relations Review*, v25n2, p. 157(1), Summer 1999.

The nexus of scholarship and practice has often been an elusive one in many fields and is particularly so in the area of public relations. Increasingly, experts in PR are coming to the viewpoint that public relations should be viewed as the management of a relationship between organizations and publics. This article investigates a multiple-item, multiple-dimension, organization–public relationship scale. The results showed three types of relationships between organizations and key publics: professional, personal, and community. The authors developed a measure to determine the influence that perceptions of the organization–public relationship has on consumer attitudes, predispositions, and behavior. Additionally, the authors tracked the evolution of organization-public relationship perceptions.

Burns, Regina L. "Looking Back at 30 Months of Self-Employment," *Public Relations Tactics*, v6n3, p. 20(1), March 1999.

A downsized employee started her own PR firm with happy results. The transition was not easy, but the lessons learned were important: learning the ways of business, bookkeeping, equipment maintenance, and marketing. In this situation, it is important to keep a sense of humor and to stay current on PR trends through continued education.

Coombs, W. Timothy; Rybacki, Karyn. "Public Relations Education: Where Is Pedagogy?" *Public Relations Review*, v25n1, pp. 55(9), Spring 1999.

This article reviews the results from the Public Relations Education Survey conducted at the National Communication Association's (NCA) Summer Conference on Public Relations Education in 1998. Emerging from the data and from discussions of the Pedagogy Task Team at the conference was a hopeful picture of public relations pedagogy. Still, many weaknesses remain at present. The article discusses the general lack of attention the public relations industry has given to pedagogy, the slow rate at which public relations educators use technology in the classroom, and the general weakness of pedagogical tools and teacher training.

Drake, Jeanette Wenig. "Speaking Out Of School: Collaboration in The Field Sparks Innovation In The Classroom," *Public Relations Tactics*, v6n9, pp. 28(2), September 1999.

Four public relations educators discuss their views on the current state of PR education, reviewing ideas regarding possible improvements, blending education and practice, and how to measure effectiveness as a teacher.

Gaschen, Dennis John. "PR Students Should Learn to Do The Math," *Public Relations Tactics*, v6n9, p. 37(1), September 1999.

PR students should take the time to study business and not expect others to handle the accounting and managerial aspects when they reach the business world. The degree should be tailored to give a more rounded education to students to better equip them for the job.

Howell, Angela. "PRSSA Members Kick Butt(s) for Bateman," *Public Relations Tactics*, v6n9, p. 37(1), September 1999.

The results are in from this year's Public Relations Student Society of America Bateman Case Study Competition, with California State University taking top honors. The competition allows students to challenge and demonstrate their analytical public relations skills, with past issues focusing on nuclear energy, employee health protection, the environment, and special-interest conflicts. Lists all winners.

Knight, Myra Gregory. "Getting Past the Impasse: Framing as a Tool for Public Relations," *Public Relations Review*, v25n3, pp. 381(18), Fall 1999.

J. Grunig, L. Grunig, and Dozier (1995) proposed a two-dimensional model of public relations that combined the two-way symmetrical and asymmetrical models. They also named strategies important for both public and organizational influence and called for research dealing with other strategies. This article proposes frame analysis as one such strategy.

Kruckeberg, Dean; Paluszek, John L. "Significance of the NCA's Dialogue on Public Relations Education Conference," *Public Relations Review*, v25n1, pp. 5(4), Spring 1999.

The NCA Summer 1998 Conference, *Dialogue on Public Relations Education*, was seminal in examining current public relations practice and education and in advocating educational norms for the future. The conference also helped promote goodwill among the diverse public relations divisions of scholarly associations and among educator sections of the sometimes competitive professional associations.

L'Etang, Jacquie. "Public Relations Education in Britain: An Historical Review in the Context of Professionalisation," *Public Relations Review*, v25n3, pp. 261(30), Fall 1999.

L'Etang presents a review of educational developments in Britain, concentrating on the activities of the Institute of Public Relations (IPR), the professional body for individual public relations practitioners. The article is based on research in the IPR archives.

Lloyd, Carla V.; Robbs, Brett; Slater, Jan S. "Survey Says. . ." *Media Week*, v9n28, p. 28(1), July 12, 1999.

A questionnaire was used to determine what students need to know and understand about the business of media planning. The results showed that among the skills students need to know are 1) how to target audience and media selection, 2) how to measure demographics, 3) how to approach media proliferation, and 4) how to think creatively.

Long, Richard K. "America's Schools Cry Out for PR Support," *Public Relations Tactics*, v6n9, p. 35(1), September 1999.

Recent school shootings have demonstrated how alienated and lost people in our society have come to feel. The ripple effect in such a situation can be devastating, reaching out to intrude on people's well-being from far and wide. PR practitioners have an obligation to provide timely volunteer services to local school districts during these crises times, assisting in all phases of the communications process.

Maynard, Michael L. "Challenging the 3.0 GPA Eligibility Standard for Public Relations Internships," *Public Relations Review*, v25n4, pp. 495(13), Winter 1999.

Maynard presents a case study demonstrating the value of measuring actual performance against idealized standards.

Miller, Dan P.; Kernisky, Debra A. "Opportunity Realized: Undergraduate Education within Departments of Communication," *Public Relations Review*, v25n1, pp. 87(7), Spring 1999.

Three models for undergraduate education in public relations within departments of communication have been proposed by the Undergraduate Integrative Team. One model proposes a macroapproach and integrates learning categories within the general outcomes assessment framework, whereas a second offers a microapproach consisting of six separate core content areas, each with its own assessment outcomes. A third model, appropriate to programs with only one course labeled *public relations*, outlined the content and proposed assessment for such an introductory course.

Neff, Bonita Dostal; Walker, Gael; Smith, Michael F.; Creedon, Pam J. "Outcomes Desired by Practitioners and Academics," *Public Relations Review*, v25n1, p. 29(1), Spring 1999.

Using data from the national survey conducted by the 1998 National Communication Association Summer Conference, the Outcomes Task Team developed outcomes profiles for entry-level and advanced practitioners and for educators teaching public relations in undergraduate and graduate programs. In addition to defining these outcomes in terms of the desired characteristics of public relations practitioners or educators at various stages of their professional lives, the task team also identified missing descriptors and/or areas needing further development. Survey responses revealed extremely strong agreement between educators and practitioners regarding the training, experience, and expertise outcomes needed for career development in public relations.

O'Connell, Maureen A. "The Ethical Dilemma of Promoting Spirituality: Columbine Shooting Creates News Peg for High School PR Director," *Public Relations Tactics*, v6n9, p. 32(1), September 1999.

The director of public relations at Northwest Catholic High School in West Hartford, Connecticut, discusses the work required for a small Catholic high school and discusses the approach taken to reach her community in the wake of the Littleton, Colorado, rampage. Handling the press, while dealing with the emotional and spiritual challenges meant taking what could have been negatively viewed as a controversial move.

Pasadeos, Yorgo; Renfro, R. Bruce; Hanily, Mary Lynn. "Influential Authors and Works of the Public Relations Scholarly Literature: A Network of Recent Research," *Journal of Public Relations Research*, v11n1, pp. 29(24), 1999.

The authors produced a bibliometric study of the public relations scholarly literature for 1990–1995. Unlike other disciplines, public relations is typified by a concentration of scholars, institutions, and topics. J. E. Grunig is by far the most cited scholar, J. E. Grunig and Hunt (1984) is the most cited work, and *public relations roles* is the most co-cited category of works.

Russell, Maria P. "Toward the Ideal Professional Master's Degree Program," *Public Relations Review*, v25n1, pp. 101(6), Spring 1999.

This article is a study of the process used by the integrative team assigned to develop a model curriculum for a professional master's degree program in public relations/communications management at the 1998 NCA Summer Conference. The team relied on extensive academic and professional experience, previous studies, and creative brainstorming, to arrive at its recommendations for the ideal graduate program.

Rybacki, Donald; Lattimore, Dan. "Assessment of Undergraduate and Graduate Programs," *Public Relations Review*, v25n1, pp. 65(11), Spring 1999.

A recent international survey of public relations educators and practitioners reveals concerns about how achievement is assessed among public relations students. Findings were that educators tended to place too much emphasis on grades alone as an assessment tool, fewer than one in four academic programs have actually assessed learning outcomes and used the results to enhance their programs, and fewer than one in four practitioners have been involved in some way as assessors. The Assessment Task Team at the 1998 NCA Summer Conference developed a multidimensional model of assessment that reflects three principles of good practice: assessing academic performance over a student's entire career, measuring specific outcomes by repeated applications of the same protocol or by the use of different protocols over time, and using a single assessment protocol to measure multiple outcomes.

Smart, Michael. "BYU's Hale Follows Unlikely Route from PR Pro to Athletic Director," *Public Relations Tactics*, v6n9, pp. 30(2), September 1999.

Brigham Young University's Val Hale, after 10 years as BYU's sports information director, was promoted to men's athletic director. He discusses his PR position and his view of himself as a counselor regarding decisions that would affect stakeholders and not simply a writer of press releases. This article profiles Hale's climb up the sports and education ladder.

Stacks, Don W.; Botan, Carl; Turk, Judy VanSlyke. "Perceptions of Public Relations Education," *Public Relations Review*, v25n1, pp. 9(10), Spring 1999.

The results from a recent survey of public relations education across five separate dimensions indicate that educators and practitioners agree that public relations education is on track and that systematic assessment is an important feature of public relations education. Asked to consider general perceptions of public relations, education, desired educational outcomes and learning, elements of public relations curricula, and teaching practices, those surveyed also agreed on how public relations should be structured.

Stateman, Alison. "Executive Education Program Focuses on Public Relations," *Public Relations Tactics*, v6n9, pp. 29(2), September 1999.

New educational programs are being offered as advanced courses to public relations executives. This year Dartmouth College's Tuck School of Business implements a curriculum—Transforming the Organization and the Practice of Public Relations—geared to high-level PR practitioners. The 5 day program covers strategic planning, brand management, cost management, and hypercompetition.

Toth, Elizabeth L. "Models for Instruction and Curriculum," *Public Relations Review*, v25n1, pp. 45(9), Spring 1999.

At the 1998 NCA summer conference, a team of 24 educators developed three models of course-specific curricula and a content curriculum model for undergraduate public relations education. The team agreed that public relations curricula should have a broad liberal arts and science basis and proposed core and elective areas for undergraduate and graduate levels. They also suggested that more attention be given to studies of ethics, multiculturalism, international issues, and to the use of technology.

Van Leuven, Jim. "Four New Course Competencies for Majors," *Public Relations Review*, v25n1, pp. 77(9), Spring 1999.

Two primary problems faced by public relations educators are the rapid increase of students majoring in public relations in relation to the number of full-time faculty trained in the discipline and the growing body of research knowledge and professional skills required of entry-level practitioners. In response to these problems, the undergraduate/journalism integrative team has proposed four new required core competencies for all public relations majors.

### BOOKS

Singhal, Arvind; Rogers, Everett M. *A Communication Strategy for Social Change*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. 1999. 288 pp.

The entertainment-education approach to communication is the process of purposely designing and implementing a media message to both entertain and educate to increase audience members' knowledge about an educational issue, create favorable attitudes, and change overt behavior. This book focuses on the history and development of entertainment-education and presents a balanced picture of the entertainment-education strategy and identifies ethical and other problems that accompany efforts to bring about social change.