

Public Relations

Academic Program Review

September 12, 2003

MEMORANDUM

DATE: November 19, 2003

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:
Bachelor of Science Degree in Public Relations

CC: Ronald Greenfield, David Nicol, Laurie Chesley, Thomas Oldfield,

RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

We recommend that this program be continued.

CATALOG ENTRY:

Why Choose Public Relations?

Ferris State's unique Public Relations program is designed to prepare students for exciting and rewarding careers with public relations agencies; corporations; medical, educational and governmental institutions; nonprofit agencies; and sport and entertainment organizations.

U.S. News & World Report has cited public relations as one of its 20 'hot-track professions', and the U.S. Department of Labor predicts that the need for public relations people may increase faster than the average for all occupations.

Ferris' one-of-a-kind major includes nine public relations courses and studies in advertising, marketing and journalism combined with a core of business courses. The public relations internship provides on-the-job training in addition to the extensive hands-on academic studies. This combination is a strong asset in the job market and helps produce a 100 percent placement rate.

Get a Great Job

Public relations professionals write, create, counsel and persuade as they work in a variety of tasks including employee communication, news media relations, community affairs, political campaigning, fundraising and membership recruitment. They write and edit articles for news media, write speeches for senior executives, produce video tapes, and publish newsletters, corporate annual reports and sales brochures. They study people's opinions, develop strategic plans, participate in decision-making, and, build positive relationships for their organization.

Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of studies. High school GPA and the mathematics and reading ACT scores will be considered in the admission and placement process.

Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

Graduation Requirements

The Public Relations program at Ferris leads to a bachelor of science degree with a major in Public Relations. Graduation requires a minimum 2.0 GPA in core courses, in the major and overall. Students must complete all general education requirements as outlined in the General Education section of the University Catalog. As part of these requirements, students must either have an ACT math sub-score of 24 or better, complete MATH 115, or pass a proficiency exam.

BACKGROUND INFORMATION OBTAINED FROM THE REVIEW PROCESS:

This program is housed in the Department of Marketing in the College of Business. The first graduating class was in 1990. The curriculum was developed to serve as a prototype Public Relations major in a college of business and the Ferris State University Public Relations degree program is one of three in the United States with such a location. In Michigan there are 2 undergraduate level public relations programs and 6 other schools that have a public relations component some other major.

Enrollment has doubled in the last five years. There were 33 students in the fall of 1998 and 70 in the fall of 2003. In addition there are several students intending to major in the program who are not officially enrolled.

Because it is located in the College of Business, the program does not qualify for accreditation by the American council on Education in Journalism and Mass Communication. The Public Relations Society of America has developed and launched a substitute certification program for public relations majors outside of journalism colleges. Seven colleges and universities have been awarded this certification.

There were 163 surveys sent to graduates using the database of the Alumni Office. No addresses were available for several of those graduates. Through the use of the most recent Public Relations Alumni Directory and recent contacts and correspondence with graduates, many of these addresses were revised to make them current. A sample of 152 graduates with viable addresses was assembled and a cover letter and questionnaire was sent to each of these. In order to reduce costs, no stamp was provided on the return envelope. Of the surveys mailed, 17 (11%) were returned with bad addresses and a total of 28 (20%) responses were received. Comments from graduates were listed.

Employers were surveyed by sending a special employer cover letter, questionnaire, and return envelope along with the questionnaire sent to each graduate. The graduate was asked to give the letter and questionnaire to their supervisor. There was a low rate of return (12).

The program faculty attempted to include all current Public Relations students in the survey but due to the timing in late April they were unable to reach six students. They received 34 responses and this was a 51 percent return rate or 58 percent of those who actually received the memo and questionnaire.

Three of nine surveys were returned from advisory committee members.

Faculty surveys were distributed to all Marketing Department faculty and to selected other Business faculty who could be expected to be familiar enough with the program to respond to the questions. A total of 32 surveys were sent out and 22 were returned for a response rate of 69 percent. This survey was also done in late April near the end of the winter semester and that timing likely reduced the returns.

COST INFORMATION:

According to the 2000-2001 report from institutional research:

Total cost per SCH

BS Degree in Public Relations	\$155.50
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Total program cost

BS Degree in Public Relations	\$19,281.57
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According to the 2000-2001 report from institutional research:

ASSESSMENT OF THE PROGRAM:

(1) The program has a number of important strengths:

- The Public Relations program provides a hands-on applied curriculum that produces a career-oriented professional education for undergraduate students.
 - It enables students to learn and apply the principles and techniques of the professional practice of public relations and related functions so that they can enter and succeed in their chosen career.
 - This program is directly related to the mission of Ferris State University.
- The majority of Ferris State University graduates of this program are employed by corporations and consulting agencies (although a significant number work at not for profit agencies) and contribute to the economic vitality of their employer, the state of Michigan and the global community.
- The panel reports that this major has one of the highest percentage populations of Honors students in any area of study at Ferris State University. In May of 2003, two

thirds of the graduates in this program graduated with distinction, high distinction or highest distinction.

- There is one full time tenured faculty who currently teaches in this program. He holds a MS degree and he was a practicing public relations professional for 29 years before joining Ferris State in 1995.
- During the last 5 years:
 - The one full time faculty received a merit award or promotion.
 - The one full time faculty has attended a national/regional professional meeting
 - The one full time faculty has published an article in a professional journal or given a presentation/poster sessions at a national/regional professional meeting

(2) The Academic Program Review Council has the following concerns:

- The public relations program is basically a one faculty program which leads to problems that are common to any one person program.
 - The one faculty must also serve as coordinator of the program
 - The one faculty is required to teach a wide variety of specialized courses in the field
 - The single faculty in this program taught 12 sections with 8 course preps in the Fall and Winter of 2002-2003, 10 sections with 8 course preps in 2001-2002 and 10 sections with 10 preps in 2000-2001 and 1999-2000.
 - Some of these courses may be out of the primary area of expertise of the faculty (accrediting agencies often limit the number of different courses a faculty may teach).
 - Students are exposed primarily to one approach or one perspective on the field.
 - The one faculty in this program is the advisor for all 70 students in the Public Relations major and advisor for the Public Relations Student Society of America chapter which puts additional demands on faculty time.
 - The viability of the program is dependent on the faculty staying healthy and remaining at Ferris.
- Enrollment has been increasing without corresponding increase in faculty.
 - The administrative program review lists the capacity of the program as 50 students while current enrollment is 70 students.
 - According to the department head, there are too many current student numbers for one full time faculty and too few for two full time faculty.
 - The Department of Marketing had an unsuccessful search for a faculty with expertise in marketing and public relations.

- There has been difficulty in finding qualified adjuncts to teach some of the courses, partly due to the expectation that the person be accredited in the field.
- In a time of expanding enrollment, there is increased pressure to open additional sections in courses with a limited enrollment (typically about 15 students) due to the emphasis on hands on activities in these classes. This places additional demands on the one faculty.
- The program faculty has been unable to do the type of recruiting activities that he feels is necessary to grow the program due to other responsibilities.
- The coordinator-faculty currently shares an office with another faculty making it more difficult to carry out activities such as admission interviews and recruiting.
- The Administrative Program Review was incomplete due to the difficulty of obtaining accurate information from University sources.

(3) We recommend that the following steps be taken to improve the quality of this program:

- The College of Business, the Department of Marketing, and the faculty in the Public Relations program should continue to explore options to increase the number of faculty with expertise in Public Relations.
 - It is important to have expertise in this area that is complementary to that of the current faculty.
 - If enrollment doesn't justify a second full time faculty in public relations, the search for a person who could teach both marketing and public relations courses should be renewed.
- In view of the persistent staffing problem in this program, the faculty should review the curriculum with regard the possibility of streamlining the number of courses offered so that the needs of students are met within the staffing constraints of the Department of Marketing and the College of Business.
- The College of Business, the Department of Marketing, the faculty in the Public Relations program and University Advancement and Marketing should develop and implement a plan to grow the program.
 - The program should determine the appropriate audience and methodology for promoting this program.
 - The value of the unique features of this program must be emphasized in any marketing activities.
 - This plan should identify the resources needed to accomplish growth in the program and the University and the College of Business must provide support for the plan.
 - Marketing of this program may require released time for the current faculty and the hiring of additional faculty.

**APRC Recommendations concerning:
BS in Public Relations
11/19/03**

- The Department of Marketing and the program faculty should reevaluate accreditation as a criterion for hiring adjunct faculty for the program.
 - There are very few people with that credential.
 - There is no guarantee that an accredited person is a good instructor.
 - That level of expertise may not be necessary to teach introductory level courses in the field.
- If additional faculty are hired with teaching responsibilities in this program, the College of Business, the Department of Marketing, and the faculty of this program should consider applying for certification for the program.
- The coordinator of this program should be assigned a single office in order to facilitate carrying out the responsibilities of that position.

Questions for BS Degree in Public Relations Panel

Please list the primary skills, abilities and knowledge base that you expect that a graduate of your program would possess.

Ferris States Public Relations curriculum has been developed to provide students the knowledge and skills which have been identified and specified for graduates of undergraduate public relations degree programs by the National Commissions of Public Relations Education that have published reports since 1975. The report of the latest (1999) Commission is included in Appendix 5 of the Academic Program Review Report forwarded to the panel.

This report recommends the following knowledge base for public relations degree recipients at the undergraduate level.

- Communication and persuasion concepts and strategies
- Communication and public relations theories
- Relationships and relationship building
- Societal trends
- Ethical issues
- Legal requirements and issues
- Marketing and finance
- Public relations history
- Uses of research and forecasting
- Multicultural and global issues
- Organizational change and development
- Management concepts and theories

The report also identifies the following necessary skills for such graduates.

- Research methods and analysis
- Management of information
- Mastery of language in written and oral communication
- Problem solving and negotiation
- Management of communication
- Strategic planning
- Issues management
- Audience segmentation
- Informative and persuasive writing
- Community relations, consumer relations, employee relations and practice areas
- Technological and visual literacy
- Managing people, programs and resources
- Sensitive interpersonal communication
- Fluency in a foreign language
- Ethical decision-making
- Participation in the professional public relations community
- Message production
- Working with a current issue
- Public speaking and presentation
- Applying cross-cultural and cross-gender sensitivity

The Commission goes on to recommend that the "ideal" undergraduate major in public relations would include the following courses (Ferris State's course offerings which match these course titles are shown in parenthesis) in addition to selective business, social sciences, liberal arts and language courses.

- Introduction to Public Relations (PREL 240)
- Case Studies in Public Relations (PREL 440)
- Public Relations Research, Measurement and Evaluation (MKTG 425 and PREL 455)
- Public Relations Writing and Production (PREL 341)
- Public Relations Planning and Management (PREL 342)
- Public Relations Campaigns (PREL 455)
- Supervised Work Experience [Internship] in Public Relations (PREL 491)

For each skill, ability or knowledge base listed in the previous question, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.

As I attempted to answer this question, I realized that a substantive answer will require a dissection of the syllabi for each of the 41 or 42 courses taken by a Public Relations student at Ferris State and the layout of a complex matrix showing how each class meeting or component applies to the 32 specific knowledge categories or skills identified above by the Commission. This could produce a matrix of thousands of cells and I can't believe the panel really wants that much information to study and analyze.

For example, the generic knowledge of ethical issues is addressed to significant extents in PREL 101, PREL 240, PREL 440 and PREL 455, in addition to the requirement that each student complete the MGMT 477, Business Ethic and Social Responsibility, course. To most effectively gain this knowledge, the student needs to know how and why ethics and ethical concepts are applied and should be applied daily by public relations professionals. Thus, ethics is best taught when embedded into numerous topics and discussions in public relations courses as ethics is applied to the specific subject matter being covered.

When the syllabi for each of the Public Relations courses (included in Appendix 4) was developed the course objectives, teaching units and class content were focused on the public relations and related knowledge and skills identified by the several Commissions over the years. We are constantly changing, refining and updating the syllabi as new knowledge and skills are identified.

It seems that the best and simplest way to show the relationship of the knowledge and skills identified by the Commission on Public Relations Education and the Public Relations curriculum major component in which each is addressed in a substantive way is to list the respective FSU courses next to each. That is done below. I hope this meets your needs.

Knowledge

- Communication and persuasion concepts and strategies (PREL 240, 342, 440 and 455)
- Communication and public relations theories (PREL 240 and 440)
- Relationships and relationship building (PREL 240, 341, 342, 440, 455, 491, MKTG 321)
- Societal trends (Social Awareness, PREL 342)
- Ethical issues (PREL 101, 240, 440 and 455, MGMT 447)
- Legal requirements and issues (PREL 240 and 440, BLAW 301)
- Marketing and finance (MKTG 321, FINC 322, PREL 342)
- Public relations history (PREL 101, 240)
- Uses of research and forecasting (MKTG 425, PREL 455)
- Multicultural and global issues (PREL 240, 342 and 440)
- Organizational change and development (PREL 440, MGMT 301)
- Management concepts and theories (PREL 440, MGMT 301 and 370)

Skills

- Research methods and analysis (MKTG 425, PREL 240 and 455)
- Management of information (ISYS 321, BUSN 499)
- Mastery of language in written and oral communication (ENGL 150, 250 and 325, JRNL 121 and 122, COMM 121, PREL 341 and 455)
- Problem solving and negotiation (PREL 440 and 455, BUSN 499)
- Management of communication (PREL 342, 440 and 455)
- Strategic planning (PREL 342, 440 and 455)
- Issues management (PREL 240 and 342)
- Audience segmentation (PREL 440 and 455)
- Informative and persuasive writing (JRNL 121 and 122, PREL 341, ENGL 325)
- Community relations, consumer relations, employee relations and practice areas (PREL 240, 342 and 440)
- Technological and visual literacy (PREL 341, VISD 118)
- Managing people, programs and resources (PREL 440 and 455, MGMT 301 and 370)
- Sensitive interpersonal communication (PREL 341, COMM 121)
- Fluency in a foreign language (Elective)
- Ethical decision-making (PREL 240, 440 and 455)
- Participation in the professional public relations community (PREL 101, 341, 342, 401, 402 and 455, PRSSA Membership)
- Message production (PREL 341, 440 and 455)
- Working with a current issue (PREL 342, 440, 455)
- Public speaking and presentation (COMM 121, PREL 341 and 455)
- Applying cross-cultural and cross-gender sensitivity (Social Awareness)

Please comment on the qualifications of the faculty that teach in this program.

The tenured faculty for the Public Relations major consists of Ron Greenfield and his full vita is included on pp 58-69 of the Academic Program Review Report. To summarize, he holds a MS from the College of Communication at the University of Illinois and was awarded an Accredited Public Relations Professional certificate by the Public Relations

Society of America in 1976. He was a practicing public relations professional for 29 years before joining Ferris State in 1995. Most recently, Greenfield served as Vice President-Public Relations for a \$2 billion international energy corporation where he managed a staff of up to 27 people and annual operating budgets of \$4.5 million.

Adjunct faculty have from time-to-time taught selected 300 level public relations courses. The minimum standard of a closely related masters degree, public relations professional experience and PRSA Accreditation have been established for these temporary instructors.

With regard to the professional activities and accomplishments of the full time tenured faculty who currently teach in this program:

- **How many have received a promotion or merit awarded in the last 5 years?**

The one faculty member has been promoted.

- **How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?**

The one faculty member has presented at a professional meeting.

- **How many have attended a regional or national professional meeting in the last 5 years?**

The one faculty member has attended numerous professional meetings.

- **How many have received a sabbatical leave during the last five years?**

No faculty members have received sabbatical leave.

Is there any overlap between your program and the public administration program in the College of Arts and Sciences?

I am aware of none. Public Relations majors are not required to take any Public Administration courses and we checked the list of courses required of Public Administration majors and find that no Public Relations course is included. Students in both majors are required to take ENGL 150 and 250, for example, but I assume the committee does not consider that an "overlap."

What is current enrollment in the Public Relations program?

My records show that, as of October 31, 2003, 70 students are enrolled in the Public Relations major. There are also 2-3 additional students who are working on Public Relations majors but are temporarily carried under other major designations for financial aid and other reasons.

Your report indicates that many public relations programs are not housed in a College of Business and that your program does not qualify for accreditation since it is located in a College of Business. Are there any other disadvantages to this arrangement? What are the advantages to being housed in the College of Business?

We do not consider it a disadvantage that we are ineligible for ACEJMC accreditation because no public relations professional has ever asked a Ferris State grad if our public relations major is accredited. It is more important that we are preparing students with the knowledge and skills required by the marketplace and by hiring professionals and our position in the College of Business strongly supports that concept. Our strength and key marketing feature is that we are unique and academic accreditation generally discourages uniqueness. The 20,000 professional members of the Public Relations Society of America endorsed our philosophy when it established the Certified in Public Relations program a few years ago. Being certified by PRSA could be a strong marketing tool among professionals and that is why we recommended that it be pursued as soon as resources and budget permit.

The only disadvantage of being in the College of Business is that for about a decade, Ferris State has apparently kept reducing our college's budget and this limit on our resources has been a recurring problem. For example, I am told that it has been standard practice for some time for academic program coordinators in the College of Arts and Sciences to receive at least one-quarter release for these additional administrative duties. I have also consistently been told that the College of Business's budget will not permit that.

Another example, for several years now each Business faculty member has only been budgeted for \$200 a year for professional development. It is apparent how out of sync this is with the real world when you realize that it costs about \$1,500-2,000 to attend the annual joint national meetings of Public Relations Society of America and Public Relations Student Society of America. It gets even worse when you realize that Academic Affairs policy requires that I accompany my students who attend the PRSSA convention in order for the students to receive an authorized absence from classes.

The graduate survey gave a low rating to the effectiveness (of the) FSU placement service. Please provide us with your insights related to the reasons for this level of rating.

This low rating is not a new phenomenon because it also occurred in the graduate survey we did in 1997. We have attempted to work with Career Services several times over the years but their "cookie cutter" programs and lack of real hiring experience do not well serve the public relations student and our particular job market.

As a public relations professional, I have spent more than 25 years evaluating public relations talent and hiring and managing public relations professionals. Nearly all good public relations jobs are obtained through networking and variations of the technique. Employers do not come to Ferris to interview public relations students and I am not aware of that occurring at any of the other 220 universities that offer public relations majors.

Recognizing this need and the unique nature of our market, we developed two seminar courses, PREL 401 and 402, as a result of the 1997 Academic Program Review and launched them in 2000. The syllabi are included in Appendix 4. A principle content of these two one-hour courses is to coach each student through the process of identifying the job they want, writing a personal marketing plan to obtain it, preparing resumes and cover letters, developing networking skills, succeeding as an interviewee, evaluating the job offer, managing their professional career, etc. Special public relations topics, such as International Public Relations and Internet Public Relations, are also covered in the courses. Students rated these courses 4.9 and 4.4 (See p 41) on a scale of 5.0 being excellent despite the difficult public relations job market the past couple of years. This compares to the 2.3 rating (3 is average) given to FSU's Job Placement Office/Career Services by the graduates.

How many employer surveys were returned?

Twelve

How many students were given the survey? How many responded?

We attempted to include all current Public Relations students in the survey but due to the timing in late April we were unable to reach six students. We received 34 responses and this was a 51 percent return rate or 58 percent of those who actually received the memo and questionnaire.

How many faculty surveys were given out? How many were returned?

Faculty surveys were distributed to all Marketing Department faculty and to selected other Business faculty who could be expected to be familiar enough with the program to respond to the questions. A total of 32 surveys were sent out and 22 were returned for a response rate of 69 percent. This survey was also done in late April near the end of the winter semester and that timing likely reduced the returns.

The faculty survey gives a low rating to the questions related to current level of staffing, the commitment of the College of Business to the Public Relations major and materials and supplies provided to the program. Please provide us with your insights related to the reasons for this level of rating.

I believe the ratings reflect the fact that many faculty members are aware that one faculty member is handling all of the responsibilities revolving around the academic program. This includes teaching 12 sections with 8 course preps in the Fall and Winter of 2002-2003, 10 sections with 8 course preps in 2001-2002 and 10 sections with 10 preps in 2000-2001 and 1999-2000 (See page 47-48). In addition, the one faculty member is the advisor for all 70 students in the Public Relations major, advisor for the Public Relations Student Society of America chapter, etc., etc.

Enrollment in Public Relations has more than doubled in recent years and enrollment in the PREL 240 service course has increased to two and one-half times 1998-99 levels.

This has basically doubled the teaching and advising work load. Because of this, the college has hired adjuncts the past two years to teach two of the Public Relations courses. It has also made two unsuccessful attempts to hire an additional tenure track faculty member to teach some of the public relations courses and to share the other work, however, these efforts were unsuccessful (see pp 79-80). It is also extremely difficult to hire qualified public relations adjuncts in the Big Rapids area especially at the pay scales FSU offers.

The other facts that faculty may be reflecting in the low rating are the limited travel and other monies and time provided for public relations administration and recruiting, the failure to provide a separate office for the coordinator as requested over two years ago, etc. Some of this negativity may have been attributed to the degree of support the program received from the former Associate Dean who retired this summer.

What are plans for the advisory committee? Do you plan to meet in the near future?

We are now in the process of reforming and staffing our Advisory Committee based on the provisions of the Organizational Charter recently approved (Appendix 2). Our plan calls for this to be completed by mid-Spring with the first meeting of the new committee being held before the end of the Winter Semester. Annual meetings will continue thereafter, as provided in the Charter.

You suggest that a strong and steady recruiting effort is required to avoid the fluctuations in enrollment that you have observed. Have you developed a recruiting plan?

One of the facts not apparently recognized widely at Ferris State is that, because we are a four-year university, it takes at least four years of steady, intensive recruiting efforts to full the pipeline and get a major to reasonable levels of student enrollment. This effort then must be maintained each year thereafter to sustain this level and keep the pipeline fill. If you substantially reduce resources or ignore the continuing nature of the recruiting need, you will gradually lose enrollment. This is what happened to the Public Relations major in the mid-1990s. For example, we were effectively without a Public Relation faculty member for two years prior to the time I arrived.

A recruiting plan was developed a few years ago but we have been provided no resources to implement the program. My first priority is teaching and advising current students and with 12 sections and 8 preps, 70 advisees, etc. very little time is available for recruiting. The APR committee recommended in 1997 that 1/4 release time be made available, as is apparently done for example in Arts and Sciences, for administrative and recruiting programs by the public relations coordinator, but I continue to be told that this is not possible due to budget limitations. As a result, this special recruiting effort has been largely tabled until resources are available and very limited recruiting efforts are made from time-to-time as work loads, priorities and funds permit. Despite this limited effort enrollment has doubled and this speaks well for the potential of the Public Relations program. If the required resources were made available to implement a comprehensive and focused recruiting program, the potential is very promising.

Is there adequate funding for Public Relations materials in the library? How much contact has the program faculty had with Business librarian?

I am not aware of any particular FLITE budget designated to acquire materials for the Public Relations major. I have not been in personal contact with the Business librarian for some time but as soon as the new Public Relations Body of Knowledge project is completed and available, I plan to pursue that.

The number of graduates in the program seems to be low in comparison to number of seniors listed. Do you have an explanation for this?

The number of graduates shown on the table on page 99 seems to match those I obtained from Institutional Research and Testing this summer but I do not know of the source or validity of their data. I have obtained a roster of graduates with Public Relations degrees by semester from the College of Business Dean's staff and the academic year totals are shown below.

Academic Year	97/98	98/99	99/00	00/01	01/02	02/03
PR Graduates	5	6	1	4	6	17

As you can see three of the five numbers are different.

A few years ago, I did have a lengthy phone conversation with someone who was responsible for the placement data report and we discussed in some detail their research techniques, data collection and analysis procedures. It raised many questions in my mind about the reliability of their results and thus I have largely refrained from publicly using their placement numbers for Public Relations.

The placement data and salary data in the Administrative Program is incomplete. Could you supply us with that information?

The information I was able to obtain on this from Institutional Research and Testing this summer was also somewhat incomplete. I have the same concerns about reliability I outlined above. They were able to provide the following data:

	98/99	99/00	00/01	01/02	02/03
Public Relations Graduates	6	2	2	6	6
Public Relations Placement Rate	100%	100%	100%	88%	N/A
PR Graduate Salary Information*	37,000	27,000	27,000	27,856	N/A

*estimated/averaged from sketchy details provided

The only year for which they have an actual average salary is 01/02.

CRITERIA SUMMARY FOR BS DEGREE IN PUBLIC RELATIONS

CATALOG DESCRIPTION:

Why Choose Public Relations?

Ferris State's unique Public Relations program is designed to prepare students for exciting and rewarding careers with public relations agencies; corporations; medical, educational and governmental institutions; nonprofit agencies; and sport and entertainment organizations.

U.S. News & World Report has cited public relations as one of its 20 'hot-track professions,' and the U.S. Department of Labor predicts that the need for public relations people may increase faster than the average for all occupations.

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Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

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SPECIFIC CRITERIA:

- **CENTRALITY TO FSU MISSION:**

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

The public relations program provides a hands-on applied curriculum which produces a career-oriented professional education for undergraduate students. (page 76) It enables students to learn and apply the principles and techniques of the professional practice of public relations and related functions so that they can enter and succeed in their chosen career and contribute to the economic vitality of their employer, the state of Michigan and the global community. (page 4)

This program is directly related to the mission of Ferris State University.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The Ferris State University Public Relations degree program is one of three in the US that is housed in a College of Business. (page 76) In 1999 there were 144 public relations programs at US Colleges and Universities. In addition there are 44 other schools that have joint advertising and public relations programs. (page 11) In Michigan there are 2 undergraduate level public relations programs and 6 other schools that have a public relations component some other configuration. (page 11)

The faculty in this program does not consider it a disadvantage that students in this program are ineligible for ACEJMC accreditation because no public relations professional has ever asked a Ferris State grad if our public relations major is accredited. It is more important that this program is preparing students with the knowledge and skills required by the marketplace and by hiring professionals and its position in the College of Business strongly supports that concept. The strength and key marketing feature is that this program is unique and academic accreditation generally discourages uniqueness. The 20,000 professional members of the Public Relations Society of America endorsed our philosophy when it established the Certified in Public Relations program a few years ago. Being certified by PRSA could be a strong marketing tool among professionals and that is why we recommended that it be pursued as soon as resources and budget permit. (Answers to written questions)

The uniqueness and strengths of this program are not well known among parents, educators, public relations professionals, business people and not for profit leaders in Michigan. (page 76)

- **SERVICE TO STATE, NATION, WORLD:**

This program provides public relations education and training to individuals who will fill positions of responsibility and leadership and make a significant contribution to the harmonious and productive development of Michigan and the Nation. (page 77)

The majority of Ferris State University graduates of this program are employed by corporations and consulting agencies although a significant number work at not for profits agencies. (page 77)

- **DEMAND BY STUDENTS:**

Enrollment has doubled in the last five years. (page 77) There were 33 students in the fall of 1998 and 69 in the fall of 2002. (page 70 and 77) In the same years, enrollment increased in only 6 other College of Business BS degrees. (page 70)

Only 27% currently in the program entered the major directly from high school. There is increasing enrollment from community college graduates. (page 78)

The decision to eliminate the AAS in Journalism in the mid 1990s removed a feeder program that supplied one fourth of the students graduating in the early 1990's. (page 78)

The number of students enrolled in a number of the upper division courses was in the single digits until 2001-2002 when the numbers increased to the lower teens. Int 2002-2003 enrollment in senior level classes was in the upper teens. (page 72)

One of the facts not apparently recognized widely at Ferris State is that, because we are a four-year university, it takes at least four years of steady, intensive recruiting efforts to full the pipeline and get a major to reasonable levels of student enrollment. This effort then must be maintained each year thereafter to sustain this level and keep the pipeline fill. If you substantially reduce resources or ignore the continuing nature of the recruiting need, you will gradually lose enrollment. This is what happened to the Public Relations major in the mid-1990s. For example, we were effectively without a Public Relation faculty member for two years prior to the time the current faculty member arrived.

A recruiting plan was developed a few years ago but we have been provided no resources to implement the program. The first priority of the program faculty is teaching and advising current students and with one faculty member teaching 12 sections and 8 preps, 70 advisees, etc. very little time is available for recruiting. The APR committee recommended in 1997 that 1/4 release time be made available, as is apparently done for example in Arts and Sciences, for administrative and recruiting programs by the public relations coordinator, but he continues to be told that this is not possible due to budget limitations. As a result, this special recruiting effort has been largely tabled until resources are available and very limited recruiting efforts are made from time-to-time as work loads, priorities and funds permit. Despite this limited effort enrollment has doubled and this speaks well for the potential of the Public Relations program. If the required resources were made available to

implement a comprehensive and focused recruiting program, the potential is very promising.

- **DEMAND FOR, PLACEMENT OF, AND AVERAGE SALARY OF GRADUATES:**

The US Bureau of Labor Statistics indicates that there are more than 200,000 practitioners in the field of Public Relations, about 60% of these are women. According to the Department of Labor statistics, public relations manager jobs will grow by 61% during the current decade, one of the fastest growing employment categories. There are an average of 12,000 new jobs a year available in this field. (page 76)

Placement for graduates of the Ferris State University program has been at 100% but has dropped from that the last two years due to the state of the economy. (page 81)

According to the US Bureau of Labor Statistics, the median entry level salary is approximately \$27,000 while the median annual salary is \$67,000 plus a \$3,000 a year bonus. (page 7) SalaryExpert, a computer database accessed through the internet, indicates that the current average salary of public relations managers in Michigan including bonus and benefits is \$77,660, slightly higher than to national average of \$77,544. (page38) The survey data from recent graduates of the Ferris State University public relations program indicates that 58% earn more than \$50,000 and 33% earn more than \$70,000. (pages 12, 81) Most of these individuals have been employed for less than 12 years. (page 12)

- **SERVICE TO NON-MAJORS:**

The PREL 240 course, Public Relations Principles is a course that is utilized by students in several College of Business and Arts and Sciences programs as a required course or as an elective. Enrollment in this course has grown from 56 to 138 students in the past 5 years and from two to five sections. (page 81)

- **QUALITY OF INSTRUCTION:**

This major has one of the highest percentage populations of Honors students in any area of study at Ferris State University. In May, 2003 wo thirds of the students in this program graduated with distinction, high distinction or highest distinction. (page12)

Current students in the program and alumni rate the quality of instruction high. (page 79)

The single faculty member in this program taught 12 sections with 8 course preps in the Fall and Winter of 2002-2003, 10 sections with 8 course preps in 2001-2002 and 10 sections with 10 preps in 2000-2001 and 1999-2000. In addition, the one faculty member is the advisor for all 70 students in the Public Relations major, advisor for the Public Relations Student Society of America chapter, etc. (answers to written questions)

- **FACILITIES AND EQUIPMENT:**

The public relations program has no unique facilities or equipment. All classrooms and computer facilities are shared with other College of Business programs. (page 39)

The MAC lab is shared with the Visual Design and Advertising students. It is rated good in the student survey. The problems and deficiencies in the MAC lab in the College of Business cited in the last report have been largely resolved. A new PC version of the PageMaker software has provided an alternative capability for many students. (page 39)

- **LIBRARY INFORMATION RESOURCES:**

The public relations coordinator needs to work closely with the Library to evaluate and continue to improve the availability of reference materials and resources for FSU public Relations students. (page 83)

As soon as the new Public Relations Body of Knowledge project is completed and available, the program faculty plans to pursue acquiring the most important of these materials.

- **COST:**

According to the 2000-2001 report from institutional research:

Total cost per SCH

BS Degree in Public Relations	\$155.50
--------------------------------------	-----------------

Total program cost

BS Degree in Public Relations	\$19,281.57
--------------------------------------	--------------------

- **FACULTY:**

- **QUALIFICATIONS**

- There is one full time tenured faculty who currently teaches in this program. He holds a MS from the College of Communication at the University of Illinois and was awarded an Accredited Public Relations Professional certificate by the Public Relations Society of America in 1976. He was a practicing public relations professional for 29 years before joining Ferris State in 1995. Most recently, he served as Vice President-Public Relations for a \$2 billion international energy corporation where he managed a staff of up to 27 people and annual operating budgets of \$4.5 million.
- Adjunct faculty has from time-to-time taught selected 300 level public relations courses. The minimum standard of a closely related masters degree, public relations professional experience and PRSA Accreditation have been established for these temporary instructors.

○ **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- The one of the full time faculty has received a promotion or merit award during the last five years.
- None of the full time faculty has been awarded a sabbatical leave during the last five years.
- The one of the full time faculty has attended a regional or national professional meeting in the last 5 years.
- The one of the full time faculty has published a professional paper and/or made a presentation/poster session at a professional meeting during the last five years.

● **ADMINISTRATIVE EFFECTIVENESS:**

In the past two years efforts were made to hire another full-time faculty member in the Marketing Department who was qualified to teach public relations courses along with marketing courses. In the spring of 2003 there were 110 faculty openings around the country in Public Relations. Only 6-8 students graduate with such doctorates each year, therefore competition is difficult to hire such faculty. (page 79) These two searches were unsuccessful and the position was filled by a marketing professor. (page 79)

The faculty does not believe that the current staffing for the PR program is sufficient to permit optimum program effectiveness. The faculty disagrees with the statement that the COB's commitment to the PR major is sufficient to insure maximum growth. (page 26)

For about a decade, Ferris State has apparently kept reducing the budget of the College of Business and this limit on resources has been a recurring problem. For example, it has been standard practice for some time for academic program coordinators in the College of Arts and Sciences to receive at least one-quarter release for these additional administrative duties. I have also consistently been told that the College of Business's budget will not permit that. (written comments)

Another example, for several years now each Business faculty member has only been budgeted for \$200 a year for professional development. It is apparent how out of sync this is with the real world when you realize that it costs about \$1,500-2,000 to attend the annual joint national meetings of Public Relations Society of America and Public Relations Student Society of America. It gets even worse when you realize that Academic Affairs policy requires that I accompany my students who attend the PRSSA convention in order for the students to receive an authorized absence from classes. (written comments)

Memo

TO: Academic Program Review Council, Academic Senate
FROM: Program Review Panel, Public Relations Major
SUBJECT: Academic Program Review
DATE: September 12, 2003

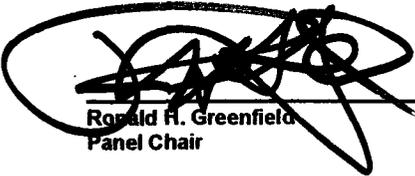
The Program Review Panel for the Public Relations Academic Program in Ferris State University's College of Business, respectfully submits the following evaluations, conclusions and recommendations.

FSU's Public Relations major was developed in the late 1980s with the guidance of a prestigious group of senior public relations professionals and is unique as one of only three such programs offered in Colleges of Business in the United States. Its applied, career-oriented, professional content and objectives, make it an ideal match with Ferris State's mission.

The Department of Labor projects a 61percent nationwide increase in public relations jobs this decade, making it one of the fastest growing careers in the United States. With proper resources, FSU's public relations major can take advantage of this potential and continue to increase its enrollment. To achieve the potential offered by the program, however, aggressive awareness and recruiting programs are required and strong University and College of Business support is essential.

The panel strongly urges that the University implement our recommendations and provide the resources required to grow and enhance the unique Public Relations major.

For the Program Review Panel,



Ronald H. Greenfield
Panel Chair

Copy to: Dave Nicol
Lee Meadow

Public Relations

Academic Program Review

September 12, 2003

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(Colored Tabs)

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(White Tabs)

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	PREL 402 Public Relations Seminar II
	PREL 440 Public Relations Cases
	PREL 455 Public Relations Campaigns
	PREL 491 Public Relations Internship
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Appendix 6	Certified in Education for Public Relations program

Public Relations Program Review Panel

Ronald H. Greenfield - Chair
Public Relations Program Coordinator and Associate Professor
Marketing Department

Harold "Lee" Meadow
Academic Department Head
Marketing Department

Richard C. Hansen
Professor
Marketing Department

Susan K. Jones
Professor
Marketing Department

Angela Marie Garrey
Admissions Officer
Admissions and Records

Shelly Lynn Armstrong
Associate Vice President
University Advancement and Marketing

Public Relations Program

Degree Awarded: B. S. in Public Relations

Program Review Panel:

Ron Greenfield - Chair, Public Relations Program Coordinator and Associate Professor
Lee Meadow - Department Head, Marketing
Dick Hansen - Professor, Marketing
Susan Jones - Professor, Marketing
Angela Garrey - Admissions Officer
Shelly Armstrong - Associate Vice President

Purpose: To conduct a study of the Public Relations major and evaluate its needs and effectiveness so the University can make informed decisions about resource allocations.

Data Collections Techniques:

1. Student Evaluations of program, courses, etc., from 1998, 1999, 2000, 2001, 2002 and 2003.
2. Graduate Surveys completed in 1996 and to be completed in 2003.
3. Faculty Evaluation and Perception of Program to be completed in 2003.
4. Graduate Evaluations to be completed in 2003.
5. Advisory Committee Evaluations to be completed in 2003.
6. Labor marketing analysis from current DOL data and Public Relations professional's forecasts.
7. Evaluation of current University and College facilities, equipment and resources available for the program.
8. Curriculum evaluation based on The Report of the Commission on Public Relations Education; "A Port of Entry- Public Relations Education for the 21st Century" and similar studies.

Schedule of Events:

<u>Activity</u>	<u>Leader</u>	<u>Target Date</u>
Student evaluation	Greenfield	April 2003
Faculty survey	Greenfield	April 2003
Graduate survey	Greenfield	July 2003
Advisory committee survey	Greenfield	August 2003
Labor market analysis	Greenfield	May 2003
Evaluation of facilities	Greenfield	June 2003
Curriculum evaluation	Greenfield	August 2003

Budget:

Survey, letter, etc., copying costs	\$108.00
Mailing costs	306.00
Labor-survey coding, typing, etc. (30 hrs)	172.50
Phone- long distance, etc.	80.00
Final Report copying, materials, etc.	<u>270.00</u>
Total	\$776.50

Section 1

Program Overview

Mission

The mission of the Public Relations academic major at Ferris State University is to enable students to learn and apply the principles and techniques of the professional practice of public relations and related functions so that they can enter and succeed in their chosen career and contribute to the economic vitality of their employer, the State of Michigan and the global community.

This mission is accomplished by maintaining a well-rounded curriculum in public relations, management, marketing, journalism and advertising, including a full business sequence. This five-point approach and business foundation makes FSU's curriculum unique in North America. Emphasis is placed on gaining practical, hands-on experience, applying decision-making skills and utilizing appropriate computer and media technology.

Objectives

1. To provide students a strong foundation of public relations theory and principles, including a social and economic framework for application of this knowledge.
2. To equip students to apply public relations skills, techniques and tactics for diverse types of employers, from corporations to entrepreneurial enterprises to non-profit organizations.
3. To provide businesses, consulting agencies and other organizations with graduates who have the professional knowledge and skills required to enter and advance in the public relations function and contribute to the achievement of their employee's objectives.
4. To provide students with a competitive edge in employment and career advancement.
5. To empower students to make strategic decisions using the appropriate professional technology while considering the impact on society and the need to maintain the highest standards of professional and business ethics.
6. To provide a foundation for and to encourage students' personal growth and lifelong learning.
7. To continue efforts among public relations practitioners and employers to emphasize and enhance their recognition of the five-point Ferris State public relations program as a unique and model program for public relations education with a business emphasis.

8. To foster a dynamic curriculum of college study which is responsive to the ever-changing needs of students, public relations professionals and the organizations that employ them.

History of the Public Relations Profession

To provide proper perspective for evaluating the current status and projecting the potential of Ferris States unique public relations academic program, it is important to begin with an understanding of the history, development and role of the profession.

Tracing the history of the public relations profession is difficult because it has evolved gradually over centuries from efforts to "persuade." Some researchers place public relations' beginnings back at least 2400 years to the use of coins and sculpture to achieve political ends.

In the United States, public relations roots are commonly traced to 1620 when colonists produced a newsletter which was sent back to England and offered free land to entice new settlers to come to America. In 1643, Harvard College issued a public relations brochure titled "New England's First Fruits" to solicit development funds for the fledgling institution. And, the Boston Tea Party of 1773 was staged by patriots as a public relations "special event" to arouse and focus colonial sentiments against the British taxes.

The text, *This is PR*, states that,

"Some historians credit Thomas Jefferson in 1807 with first combining the words 'public' and 'relations' into 'public relations.' Others say that the term was coined by lawyer Dorman Eaton in an address to the Yale graduating class of 1882. Regardless, 'public relations' was not used in its modern sense until 1897, when it appeared in the Association of American Railroads' Yearbook of Railway Literature. The real success of the term can be credited to Edward L. Bernays, whom Irwin Ross calls 'the first and doubtless the leading ideologue of public relations.'

Bernays was the first to call himself a 'public relations counsel,' which he did in 1921. Two years later he wrote the first book on the subject, Crystallizing Public Opinion, and taught the first college course on PR at New York University. Thus it was around the turn of the twentieth century that PR came into being as a term, as an occupation and as an academic discipline."

The text goes on to identify five distinct stages in the development of public relations in the United States. These are:

1. Preliminary period (1600-1799) - an era of development of the channels of communications and the exercise of public relations tactics such as publicity, promotion and press agency. This covers the initial colonization and American Revolution.

2. **Communicating/initiating (1800-1899)** - a time primarily of publicist, press agents, promoters and propagandists. This period covers the Civil War, Western Expansion and the Industrial Revolution.

3. **Reacting/responding (1900-1939)** - a period of writers hired to be spokespeople for special interests. Covers the Progressive Era and Muckrakers, World War I, the Roaring Twenties and the Depression.

4. **Planning/preventing (1940-1979)** - a maturing of public relations as it began to be incorporated into the management function. The period includes World War II, the Cold War and the Consumer Movement.

5. **Professionalism (1980-present)** - an effort by public relations practitioners to control public relation's development, use and practice on an international level.

As these changing roles of public relations have evolved, a number of definitions of the function have been developed. Today, most professionals emphasize that public relations is an applied, social science focusing on behavior. A widely accepted definition is:

"Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance."

Public Relations News

As public relations is practiced today, the following functions are typically included in the responsibilities of the professional.

Counseling - Advise management on the impact of proposed policies and actions and recommend strategic programs which build positive public relationships and behaviors.

Research - Determine attitudes and behaviors of specific publics in order to plan, implement and measure programs which influence or change those attitudes and behaviors.

Media Relations - Work with print, broadcast and other mass media to present an organization's views, respond to reporter's inquires and requests and generate positive news coverage.

Employee Communications - Inform and motivate employees or organizational members, retirees and their family members to enhance productivity and achieve organizational goals.

Community Relations - Maintain and enhance the community through planned, active and continuing participation which benefits an organization, local residents and related publics.

Public Affairs - Help develop effective public policy and laws through positive relationships and improved understanding with legislators and regulatory agencies.

Issues Management - Identify and address significant social, economic and political issues which are of public concern or which may impact the organization in the future.

Investor Relations - Help to produce a fair market value for an organization's stock by creating and maintaining confidence among shareholders and the financial community.

Fund Raising - Demonstrate the need for and encourage members, friends, supporters and others to contribute their money, time and talent.

Special Events - Plan and implement special activities, meetings or events which enable an organization to interact with its publics and which stimulate interest in a person, product or organization.

Marketing Communications - Combine public relations activities with advertising, marketing and promotions, using each technique to its best advantage to sell a product, service or idea.

Employment trends within the profession as shown on the table below. Today, public relations is practiced by about 200,000 practitioners, according to the U.S. Bureau of Labor Statistics. About 60 percent are women.

Figure 1-1
PUBLIC RELATIONS EMPLOYMENT TRENDS

<u>Year</u>	<u>Number of "Public Relations Specialists"</u>
1950	19,000
1960	31,000
1970	76,000
1980	126,000
1990	162,000
2000 projected	197,000

Source "Effective Public Relations"

Approximately ten percent of these public relations practitioners are members of the Public Relations Society of America (current membership is 20,000 people). There are approximately 700 PRSA members currently residing in Michigan. Applying the same ratios, you could estimate that there are currently about 7,000 public relations practitioners working in Michigan.

The median entry level salary is approximately \$27,000 while the median annual salary for public relations professionals stands at \$67,000 plus a \$3,000 bonus, according to a study released by *PR Week* magazine. The typical public relations professional is a 36 year old female with 10 years experience.

The *PR Week* study was released in 2000 and its sample included 3,611 public relations executives from across the United States. The typical public relations practitioner is shown in the profile below.

The Average PR Practitioner

Age	36.4
Years in Public Relations	9.7
Years in Current Job	2.6
Salary	\$66,979
Salary Increase (%)	7.6
Bonus as Percent of Salary	4.4
Percent Own Shares in Company	25

If you add the 4.4 percent bonus to the salary, it shows an annual gross salary of \$69,926.

History of FSU's Public Relations Major

The initial consideration of the offering of a public relations major at Ferris State can be traced back to about 1967 when the College of Business Advertising faculty made initial contacts with the Public Relations Society of America (PRSA), the largest national professional society; Scott Cutlip, co-author of the most popular college textbook in public relations principles, *Effective Public Relations*; and others to explore the potential of an academic program in the subject area. It was noted at the time that most colleges and universities offered public relations courses only within Journalism or Communications curricula and other related Colleges of Arts and Sciences programs.

FSU's College of Business offered its first courses in public relation in 1974 when ADV 340, Public Relations Principles, and ADV 440, Public Relations Problems, were added to the Advertising curriculum. By the 1980-81 year, two additional courses, ADV 341, Methods and Techniques of Public Relations, and ADV 455, Public Relations Campaigns, had been added to the Advertising program.

An internal FSU advisory committee was formed in late 1979 to study, evaluate and develop an expanded curriculum offering for students interested in studying public relations. This led to Professor Roland L. Hicks, as a product of a sabbatical, submitting a "Proposed Public Relations Curriculum" in March 1980 recommending that FSU's College of Business adopt the new program as an option under the existing Advertising curriculum in the Marketing Department. His research strongly supported the need expressed by public relations practitioners for graduates entering the profession to have business knowledge and training. He suggested that locating a major in the College of Business and supplementing this with coursework in Journalism and Communications would be a very effective approach.

Hicks' proposal went forward in 1981 and Board approval was received to add an emphasis in public relations to the Advertising major. Two students enrolled. The enrollment totaled 14 students in 1982 and the Advertising/Public Relations major included the following four credit hour public relations courses:

ADV 340	Public Relations Principles
ADV 341	Methods and Techniques of Public Relations
ADV 440	Public Relations Problems
ADV 455	Public Relations Campaigns

These courses were taught by existing Advertising faculty. By the time the new option officially began in 1983, some 35 students were enrolled. Ferris State's two-year program leading to an AA in Journalism proved to be an excellent feeder into the final two years (junior and senior) of Advertising/Public Relations sequence.

The first full time faculty member, Liz Tidwell, was hired to head up the Public Relations teaching effort in 1985 and to work to refine and develop the new academic program. This included the chartering of a Public Relations Student Society of America (PRSSA) chapter at Ferris State in April 1986. Significant promotional/recruiting efforts were launched for the academic program among high school counselors, conferences, career days, etc.

In late 1986, Patrick Jackson, 1980 National President of the Public Relations Society of America (PRSA, the largest professional public relations organization in the United States), came to FSU's campus to speak to the public relations students. He agreed to review the fledgling Advertising/Public Relations curriculum. This was about the same time that the National Commission on Undergraduate Public Relations Education (established by the Public Relations Division of the Association for Education in Journalism and Mass Communications [AEJMC], the PRSA and its Educators Section) was completing its first report, a three-year study to develop and recommend a public relations program of study for undergraduate students enrolled in U.S. colleges and universities.

Through Jackson's initiatives a senior executive/professional level task force was recruited to "develop at Ferris a model curriculum for public relations with a business emphasis." From this work and counsel, FSU's unique curriculum resulting in a BS in Business with a Public Relations Major was developed. While this major focused on education in public relations, it was unique in that it also placed strong emphasis on marketing, management, advertising and journalism. This is referred to as the "Five Point Emphasis."

This new major was submitted for approval in early 1988 and received Academic Senate approval on January 10, 1989. The eight-year-old Advertising/Public Relations sequence was formally launched as a separate Public Relations major in the summer of 1989. The first Bachelor of Science in Business with a Public Relations Major was awarded in May 1990. The major courses offered were:

PR 340	Principles of Public Relations	4 hours
PR 341	Methods & Techniques 1	4 hours
PR 342	Methods & Techniques 2	4 hours
PR 440	Public Relations Problems	4 hours
PR 455	Public Relations Campaigns	4 hours
PR 456	Public Relations Senior Seminar	4 hours

With the conversion to the semester system in 1993, the PR 456 Public Relations Senior Seminar was eliminated and replaced with PREL 491 Public Relations Cooperative Education (Internship) course.

After a one-year leave of absence and a one-year sabbatical, Liz Tidwell, the Public Relations program coordinator and only public relations professional on FSU's faculty, resigned in mid-1995. Ron Greenfield, a public relations professional with more than 25 years of experience and most recently Vice President-Public Relations for a \$2 billion international energy company, was hired as Assistant Professor-Marketing and Coordinator- Public Relations Major. He began work in August 1995.

As part of Ferris State's restructuring, the AA in Journalism program was eliminated and the last of the students completed the program in May 1996. In conjunction with this change, the two remaining Journalism courses were redesignated ENGL 121 and 122. Also in 1997, the requirement to complete the VISC 214, Computers in Graphic Design was added to the Public Relations curriculum.

The Academic Program Review submitted in 1997 recommended several changes to make the major more flexible and to realign course content to fulfill the changing needs

of the job market. As part of those changes, four new public relations courses were developed and the content of two were substantially revised. Today the following courses are offered:

PREL 101	Contemporary Public Relations	1 hour
PREL 220	Public Relations Writing	4 hours
PREL 240	Public Relations Principles	3 hours
PREL 341	Public Relations Tools and Techniques	3 hours
PREL 342	Public Relations Strategies and Tactics	3 hours
PREL 401	Public Relations Seminar I	1 hour
PREL 402	Public Relations Seminar II	1 hour
PREL 440	Public Relations Cases	3 hours
PREL 455	Public Relations Campaigns	3 hours
PREL 491	Public Relations Internship	3 hours

The publication, "Where Shall I Go to Study Advertising and Public Relations" reports that there were 16,679 public relations students and 5,004 graduates of 144 public relations programs at U.S. colleges and universities in 1999. The nation's largest program was at the University of Florida with 688 students and 190 bachelor's degrees awarded. They have 10 full-time and 3 part time faculty for the public relations program.

There are also 44 schools that have joint advertising and public relations programs with 6,320 students, 1,981 graduates and 156 faculty members. The largest of these is at Boston University with 755 undergraduate students, 301 graduates and 22 faculty members.

According to the 2003 edition of "Where shall I Go...", there are only two Public Relations majors at the undergraduate level in Michigan: in Ferris State's College of Business and Wayne State's Department of Communications. Central Michigan offers a public relations concentration in its Journalism Department and Eastern Michigan offers an "interdisciplinary major" in public relations in its Department of English Language and Literature. Grand Valley offers a major in Advertising and Public Relations in its School of Communications and Oakland offers an emphasis in Advertising/Public Relations in its Journalism program. Michigan State offers a public relations specialization (two courses) within its Advertising major at the undergraduate level and does offer a Masters degree in Public Relations which covers most of the public relations subjects Ferris State teaches in its junior and senior level courses. While it is not included in the book, Northern Michigan does offer a public relations major in its Communications and Performance Studies Department.

The Public Relations Society of America publishes a listing, "Where to Study Public Relations," that carries some 220 U.S. colleges and universities that have chapters of the Public Relations Student Society of America. A copy of that list is included in Appendix 1. Each of these colleges must offer five or more public relations courses to qualify to have a PRSSA chapter on campus.

In the 14 years since the new Public Relations major was formally established in 1989, 123 students have graduated. Approximately fifty students graduated from the Advertising/Public Relations sequence within the Advertising curriculum in the previous six years.

The Public Relations major has one of the highest percentage populations of Honors Students of any area of study at Ferris State and this attests to the programs ability to recruit quality students in competition with other public relations majors offered at universities. This emphasis on quality is intensified as students progress through the academic program. In the class that graduated in May 2003, for example, two-thirds of the Public Relations seniors graduated with Distinction, High Distinction or Highest Distinction.

Because of the youth of FSU's public relations major, few graduates have yet advanced to very senior level positions in the profession. Following are some of the job titles listed by FSU's public relations graduates in the Alumni Directory.

Vice President and General Manager, Michigan's Adventure
Director Public Relations, St. Louis Cardinals Baseball Team
Associate Counsel, Jackson Jackson & Wagner
Vice President, John Bailey & Associates, Inc.
President and Founder, PerketPR, Inc., Internet Revolution Communications
Account Executive, Bozell Inc.
Senior Market Communications Consultant, Henry Ford Health System
Owner, RemTech Business Solutions, Inc
President/Owner, C Riffel & Sons, Inc
Executive Director, Greenville Chamber of Commerce
Vice President, Stony Point Communications, Inc.
Public Relations Project Coordinator, Gentex Corporation
Marketing and Public Relations Coordinator, M. C. Smith Associates
Director of Public Relations, Baker Communications
Account Executive, McCann-Erickson/SAS

Current research with these graduates has shown that fifty-eight percent now earn more than \$50,000 per year, a strong performance based on the fact that most are still in the early stages of their careers. Thirty-three percent earn more than \$70,000 annually and four percent earn \$100,000 plus each year.

Thirty-three percent are currently employed directly in public relations with 45 percent employed in the profession for less than three years, 36 percent for 4-11 years and 18 percent for more than 12 years. Those with more than 12 years or more graduated before the official Public Relations major was approved.

Eighty-nine percent of the graduates not working in public relations say their jobs are very or somewhat related to the public relations and business courses they took at Ferris State. Based on the job titles provided, many of this second group are in marketing and other business and not-for-profit functions closely related to public relations.

Forty-six percent of the graduates currently work for corporations, 21 percent for not-for-profits, 13 percent for consulting agencies, nine percent for government and 13 percent for other types of organizations.

Section 2

Graduate Survey

Survey Methods

University Advancement's Alumni office developed a database drawn from the Student Information System to provide the names and addresses of 163 graduates of the Public Relations major. No addresses were available for several of those graduates. Through use of the most recent Public Relations Alumni Directory and recent contacts and correspondence with graduates, many of these addresses were revised to make them current. In addition, some missing public relations graduates were added to the list. After this process was completed, we had compiled a sample of 152 graduates with viable addresses and this comprised all identifiable program graduates.

A cover letter and questionnaire was mailed to each of these graduates and a sample of each is included in Appendix 2. Postage on each of these mailings was \$.60. To reduce costs, no postage (stamp) was provided on the enclosed return envelope.

Of the surveys mailed, eleven percent were returned with bad addresses and 28 responses were received. The respondents represented the range of classes who have graduated since the public relations option of the Advertising major was first offered in the early 1980s with the majority of respondents graduates since 1989, when the Public Relations major was first formally offered.

In correlating responses to the year of graduation, some major differences are found and this is likely due to changes in the program content, course work, faculty, etc, over the nearly two decades these students attended Ferris State.

Key Findings

1. The graduates rated FSU's public relations curriculum 4.50 (5 equals excellent, 3 is average). Sixty-seven percent said it was much better or better than the public relations majors offered at other Michigan colleges and universities. All but one of the respondents said FSU's public relations major was as good as or better than the others.

2. FSU's public relations courses are rated (4.31) substantially better than Marketing courses (3.83), Business courses (3.61) and FSU courses outside of Business (3.52).

3. Of those features that make FSU's Public Relations curriculum better, the graduates rated professional experience of faculty highest (4.38) followed by the required internship (4.05) and hands-on teaching (4.12).

4. The effectiveness of FSU's computer labs/equipment rated 3.26 but was higher when rated by those students who graduated in the past four years since substantial improvements were made in the MAC lab at the College of Business.

5. The effectiveness of the FSU's Job Placement Office/Career Services was 2.32 (3 equals average), the lowest rating on the survey.

6. The most frequently mentioned strongest features of FSU's Public Relations major were:

- Business courses and location in Business College
- Hands-on projects
- Internships
- Writing emphasis and skills

7. Graduate responses to discussion questions show some disparity based on year of graduation. For example, no internship was required for about the first decade of the Advertising-Public Relations option and the Public Relations programs.

Survey Results and Comments

Please rate the effectiveness of the following aspects of the FSU's Public Relations major in preparing you for your career. (5 is excellent, 3 is average and 1 is poor)

	<u>Rating</u>
FSU's public relations courses	4.31
FSU's marketing courses	3.83
FSU's business courses in general	3.61
FSU's courses taught outside the College of Business	3.52
FSU's public relations curriculum in total	4.50
Hands-on, applied approach to teaching public relations courses	4.12
Actual professional public relations experience of PR faculty	4.38
The required public relations internship course	4.05
PRSSA chapter activities	3.46
FSU's faculty advisor program	3.82
FSU's computer labs/equipment	3.26
FSU's library resources, reference books, etc.	3.42
FSU's Job Placement Office/Career Services	2.32

Based on your knowledge, rate the quality of FSU's public relations major in preparing you for the job market compared to public relations majors offered by other colleges and universities in Michigan? (Circle one)

Much better(5) better(4) average(3) below average(2) poor(1) unknown

Average rating 4.00

Please describe the two strongest features/aspects of FSU's public relations major.

- Located in the College of Business
- Small class size

- Faculty advisor
- Case projects
- Focus on business/ marketing/ advertising and PR ... They all go hand-in hand.
- Based in Business school and business background.
- The real life projects and cases we studied. The hands-on actual creating of a PR plan in PREL 455 was quite beneficial.
- All of the papers we have to write (plan, etc.) very helpful in graduate level courses.
- Hands-on approach to PR.
- Understanding PR needs of any organization.
- Large course/curriculum of PR classes.
- The critical thinking process employed in PR is very helpful in all facets of Business.
- Cases and Campaigns (PREL 440 and PREL 455). These courses prepared me for reality. They were both great resources.
- Ability to start a job with minimal direction.
- I was able to do two internships and carry my schedule of classes without being behind. I highly recommend internships.
- Broad base knowledge of various areas of public relations.
- Hands on experience. My last year was Greenfield's first year so I am sure some wonderful changes have been made to the program. We were in a transitional time.
- The hands-on experience in the senior level classes really gave me a great base of knowledge when I was working in public relations. I felt I had an advantage over others.
- Passion of faculty.
- My internship was a wonderful and valuable experience as well.
- Excellent faculty.
- Faculty took a personal interest in my development and this helped me a lot.
- Internship.
- Instructor availability.
- Small class size.
- The emphasis on writing is a great asset in any career choice. PageMaker program in the computer lab is huge. To be able to write well and create presentations in business are the two best aspects of FSU's PR program.
- In current career writing skills and problem solving is of utmost importance.
- Writing skills.
- Being in the Marketing Department was a bonus because public relations jobs are very hard to come by. But I do think that there was too much focus on non-PR courses. There really is a lot more to PR than I was taught.
- Very detail oriented and deadline oriented.
- Armed with enough skills to be able to tackle the many and ever-changing challenges the public information machine sends to (graduates).
- Excellent communications skills.
- Emphasis on strong writing.
- The hands-on experience. Actually having a real client for your final class really helped me see what PR was all about.
- The professor. Mr. Greenfield did everything he could to help me find jobs in PR.
- The hands-on approach to learning and working with actual clients in learning the practicalities of public relations.
- Integrating the core public relations curriculum with other key business disciplines per the PRSA required courses for PR professionals (marketing, management, advertising, journalism and public relations).
- The best feature is that it is aligned with the College of Business. The Business degree helped me get my job. The PR part was a bonus.
- Small program at the time which allowed for exceptional interaction with faculty and other students.
- Practical and applied approach helpful.
- Recognize PR deficiencies within organization.

Please describe any suggestions/ideas you have for improving FSU's public relations major.

- Ensure marketing exposure, experience.
- My chosen area in PR was and is event planning. Unfortunately, not much was taught on this while I was attending FSU. I don't know what the curriculum is like now, but it would be nice if more was taught on this subject in the future. It's a fabulous area of PR work!
- Spend more time learning computer programs related to industry.
- Required internships get your feet in the door and can generate a lot of leads and allow one to gain valuable experience.
- Job placement was never very strong in PR.
- My career in public relations also encompassed more advertising layout and design and marketing than I was prepared for.
- Give a more realistic approach of what an internship is and what it will do for a student.
- Mr. Greenfield is overwhelmed with work and could be more productive if he had another faculty member helping him teach some of the classes.
- More contact with industry professionals.
- More focus on writing and computers.
- Job placement was horrible when I attended FSU. Had almost no help finding work. Get students to make business contacts and job leads way before graduation.
- Taking some technical writing courses.
- Of course, it's been many years, and I'm sure the program has changed, but I didn't learn how to handle a microphone and that's been a hindrance in my public speaking/presentations. Also I could have used more training on stage presence, body language, how to convey confidence, calm and self-assurance in the face of adversity.
- Require shadow days ... three before graduation.
- Require PRSSA field trips. Two per year - corporate, agency, non-profit
- Resume consultation with past grads.
- Portfolio creation exercise.
- Have an annual panel of past grads to inform students of life after graduation.
- I suggest that they better understand how to use Bacons and media books ... they will do countless media lists.
- Access to fellow PR alumni for student mentoring and development.
- Local Fortune 500 tours (i.e. Alticor, Steelcase, Herman Miller, Perrigo).
- Learning to evaluate effective promotional campaigns.
- Adding small group decision-making or effective listening.
- On line PR and marketing.
- More concentration on statistical research and secondary/computer research.

What computer based knowledge and abilities does a student need to obtain in college to be prepared for entry into the job market?

- Basic website design/maintenance is in high demand. "Techies" don't always understand the importance of the content and focus on programming. A beautifully designed website with spelling, grammatical errors or incorrect information is not effective.
- All MS Office
- Word, Excel, Photoshop or similar, PageMaker or similar.
- A basic knowledge of computer software as well as broad experience using the web and graphic programs.
- Website development, Photoshop, Publisher
- Excel and PowerPoint are musts.
- Quark, Dreamweaver, Photoshop, Excel
- Spread sheets, data analysis

- Excel spreadsheets, PowerPoint presentation software, internet research capabilities.
- Basic Microsoft Office - Word, Excel, PowerPoint, Outlook
- Writing and being able to create a business presentation period. Emphasize these aspects and students can find jobs.
- Data base management reporting, graphics programs/layout comprehension and tasks /time management programs.
- I'm sure things have changed but we were given no training in Quark, PageMaker, Photoshop, Illustrator or PowerPoint. All programs that are used almost daily. These are a must and would have given an edge after graduation.
- Internet and more programming info.
- PowerPoint presentations and how not to cause death by PowerPoint. More experience with radio and television. Opportunities for continuing education/upgrading or refreshing skills.
- Excel, PowerPoint, Microsoft Word, Spreadsheets.
- Microsoft Office knowledge, internet searching, more experience in Bacons and Lexis-Nexus
- MS PowerPoint, Excel, Project, Word, PageMaker. Graphic arts experience.
- In my experience if you are computer literate, most companies can teach you systems fairly quick. As long as you are comfortable with software and not intimidated by computers you will do fine.
- It is critical for students to be able to use PowerPoint, PageMaker and Excel.
- General office systems (MS Suite).
- Internet resources and research.
- Graphic Design.

Other comments?

- I truly enjoyed the Pr program and there isn't much I would change.
- If there is ever a time when my area of expertise might be valuable, I would welcome the opportunity to serve on the curriculum committee or speak to the students.
- Although I did not stay in public relations. It was/is a great field and I sometimes think about returning to it. When I was in school, it would have been great to have guest speakers with real life ... FSU post graduate ... experience.
- Need to focus more on Market Research.
- Grant writing course would have helped me as well as a program development course.
- My Associates degree in Graphic Arts has been a valuable asset to my public relations efforts to produce newsletters, flyers, promotional items, etc. I don't recall if any of that type of training is included in Ferris's 4-year public relations program but I know it would be helpful.
- Work with FSU Job Placement Office to see that more opportunities exist for PR majors.
- I can't answer these (questions) because of the situation I was in, with the professor at the time. She had no clue and no experience in the PR field. I did not feel that I got the proper education when it came to my degree. I was very excited to see Mr. Greenfield come in, but I was graduating that year. I do feel that I got a great education in marketing, advertising, the core business classes and that has allowed me to excel in my sales position.
- While I've not ultimately followed the public relations career path, my experiences through FSU's public relations program have prepared me better than peers from competing universities.
- What got me my job was the fact I had a degree, my vast part-time job work experience, my extra curricular activities and the references I provided on my character. It's been my experience ... and I've spent time hiring for Dow Chemical ... that it's the individual who gets hired... not the degree.
- Enjoyed the program.
- Thank you for a great education!

Section 3

Employer Survey

Survey Methods

The current employers of Ferris State Public Relations graduates were surveyed by mailing a special employer cover letter, questionnaire and return envelope along with the letter and questionnaire mailed to each graduate. The graduate was asked to give these to his/her supervisor and ask that it be returned to the Committee Chair. A copy of the letter and survey are included in Appendix 2. To reduce costs, no postage was provided on the enclosed, return envelope.

Using this indirect sampling technique did not produce a high rate of replies with one-third of the graduate respondents also having their supervisor complete the Employer Questionnaire. However, some valuable data and evaluative information was obtained.

Key Findings

1. Employers rated the graduates writing/editing skills excellent (rated 4.71, with 5 = excellent) and speaking/oral skills were also rated very high (4.57).
2. Employers said that the graduate's knowledge and skills in business functions such as marketing, management, finance, accounting, etc., rated very important (4.67).
3. Eighty-three percent of the employers rated FSU's Public Relations graduates excellent or better than average (4.17) on their preparedness to enter the public relations profession with a rating of 4.43 on both overall professionalism and professional ethics and integrity.
4. No employer rated a FSU graduate below average on any of the ten criteria in the survey with all of the composite ratings at 4.00 or above.

Survey Results and Comments

Based on your personal experience, please rate the following professional skills and knowledge of FSU's public relations graduates. (5 is excellent, 3 is average and 1 is poor)

	<u>Rating</u>
1. General writing/editing skills	4.71
2. Speaking/oral communications skills	4.57
3. Producing public relations tools/materials	4.20
4. Planning public relations programs	4.00
5. Strategic thinking	4.00
6. Computer applications to public relations	4.00
7. Overall public relations knowledge/skills	4.33
8. General business knowledge/skills	4.00
9. Professional ethics and integrity	4.43
10. Overall professionalism	4.43

How would you rate the preparedness of FSU's graduates to enter the public relations profession? (5 is excellent, 3 is average and 1 is poor)

Average rating 4.17, above average

How does the preparedness of FSU's graduates compare to the PR graduates from other colleges? (5 is much better, 3 is same and 1 is much worse)

Average rating 4.00, above average

How important are an employee's knowledge and skills in business functions such as marketing, management, finance, accounting, etc? (5 is very important and 1 is not at all important)

Average rating 4.67, excellent to above average

What makes Ferris State's public relations major unique compared to public relations curricula offered by other universities?

- Public Relations is located in the School of Business.
- The advertising courses required.
- Business courses.

What trend will most significantly affect the practice of public relations in the next 5-10 years and what should Ferris State do to prepare its graduates to meet the professional needs/demands which will emerge from that trend?

- Second language
- Continuing technology and computer skills.

Additional comments.

- Carrie has been an outstanding addition to our staff.
- I do not have enough information to answer your added questions.

Section 4

Student Evaluation

Survey Methods

Each of the current students enrolled in the Public Relations major was included in the sample for student evaluations of the academic program. The questionnaire was essentially the same as the one used each semester when graduating Public Relations seniors are asked to assess the quality and effectiveness of the Public Relations major, College of Business, and Ferris State faculty, staff, facilities, etc. As part of this survey, each student also rates each course he/she has taken at Ferris State on a scale of 1-5. A copy of the cover memo and questionnaire is included in Appendix 2.

The survey was distributed very near the end of the Winter Semester in late April when students are busy with course projects, papers, exams, etc. Sixty-two percent of the students responded. Unfortunately, the response rate for freshman was disproportionately low and this was most likely due to lack of controlled access to these students.

Key Findings

1. As shown by the recap below, the full-time Public Relations faculty is rated very high (4.7, 5 is excellent) compared to other faculty in the College of Business (3.9) and at Ferris State (3.7). Adjunct Public Relations faculty rated one point lower (3.7), about the same as all other faculty who teach at Ferris State.

	<u>Rating</u>
Full-time Public Relations faculty	4.7
Part-time Public Relations faculty	3.7
Marketing Department faculty	3.5
College of Business faculty	3.9
Ferris State faculty overall	3.7

2. Students were very outspoken about the need to hire additional faculty with strong public relations knowledge and experience. This may also be reflected in the fact that they rated part-time public relations faculty one point lower than the full-time instructor. Three different part-time faculty have been hired in 2001-02 and 2002-03 to teach some of the PREL 341 and 342 sections. The quality of instruction in Public Relations was rated 4.94 by students in 1997 before any adjuncts were hired.

3. The senior capstone course, PREL 455 - Public Relations Campaigns, rated a perfect 5 (5 is excellent). All of the Public Relations courses rated above 4.1 with an average rating of 4.6.

4. The availability (4.6) and helpfulness (4.8) of the Public Relations program advisor has declined from the 4.9 ratings for both criteria in the 1997 survey. This may be due to the fact that the advisor now has 69 advisees compared to 33 in 1997.

5. Fifty-two percent of the Public Relations students had a GPA of 3.0 or above and this reflects the overall quality of the students in the major.

6. Twenty-seven percent of the respondents entered the Public Relations major directly from high school and this highlights the weakness of our high school recruiting efforts. Another 27 percent entered during their freshman year. A surprising 30 percent entered Public Relations their sophomore year. This reflects the growing number of transfers from community college and, when combined with the 12 percent who enter public relations at the junior level, it emphasizes the significance of this recruiting market.

7. About half of the students were members of the Public Relations Student Society of America chapter at Ferris State.

Survey Results and Comments

Please rate the following aspects of Ferris State, the College of Business and the public relations major. (5 is excellent, 3 is average, 1 is poor)

Public Relations Major	Rating
Overall quality of Public Relations curriculum	4.4
Availability of Public Relations program advisor	4.6
Helpfulness of Public Relations program advisor	4.8
Quality of Public Relations instruction by full-time faculty	4.7
Quality of Public Relations instruction by adjunct faculty	3.7
Quality of PRSSA student organization	3.0
Quality of Public Relations internship experience	4.7
Quality of classroom facilities used for Public Relations	3.9
College of Business	
Quality of Marketing Department faculty	3.5
Helpfulness of Marketing Department staff	3.3
Quality of College of Business computer facilities	3.7
Quality of College of Business MAC lab facilities	4.0
Quality of College of Business faculty	3.9
Helpfulness of College of Business main office staff	3.9
Quality of College of Business instruction in general	3.8
Quality of College of Business classrooms in general	3.7
Ferris State	
Quality of FSU Library's public relations references	3.8
Helpfulness of FSU's administrative staff overall	3.9
Quality of FSU's faculty overall	3.7
Quality of FSU's facilities overall	3.8
Quality of FSU's academic program overall	3.9
Quality of FSU's instruction overall	3.8
Helpfulness of FSU's career services office	3.3

Please rate the following Public Relations major courses on their effectiveness in developing your professional skills. (5 is excellent, 3 is average, 1 is poor)

	<u>Rating</u>
Public Relations Campaigns (PREL 455)	5.0
Public Relations Seminar I (PREL 401)	4.9
Public Relations Internship (PREL 491)	4.9
Public Relations Writing (PREL 220)	4.8
Public Relations Principles (PREL 240)	4.7
Public Relations Cases (PREL 440)	4.5
Public Relations Tools and Techniques (PREL 341)	4.5
Public Relations Seminar II (PREL 402)	4.4
Contemporary Public Relations (PREL 101 or 190)	4.2
Public Relations Strategies and Tactics (PREL 342)	4.1
Marketing Research (MKTG 425)	3.7
Reporting (JRNL 122)	3.6
Writing for Mass Media (JRNL 121)	3.5

If there is one significant change that you think should be made to improve the public relations major, what would it be and why is it important?

- Hire another full-time professor!
- I've only been in the program here for a semester and compared to my old major I love PR. It's a lot better.
- More connections available for internships and jobs.
- I would hire a new journalism teacher.
- No dumb adjunct faculty who do not know anything about public relations.
- I think Mr. Greenfield should be in charge of the internship. The students know him and have contact with him often.
- I wish that the journalism courses weren't structured the way they are. We do so many articles and never truly learn what we are doing wrong.
- I feel we have been at a disadvantage because 341 is the basis of our writing for public relations and I feel I have not learned what I need to in this class. We need more writing classes that lean towards our public relations program.
- Probably to have more teachers so Mr. Greenfield doesn't have to teach everything...to help him out. Teachers who actually qualify to teach PR too, not ones who have communication degrees.
- Have more than one teacher teaching it. Because we need more then one viewpoint/style of teaching.
- Make the class size in PREL 455 smaller.
- Change the extra courses, like just take one econ class, one acct. class, one JRNL class. I think it is important because they could be replaced by other classes that would be more helpful to the students.
- Make sure the PREL instructors; specifically PREL 341, are prepared to teach the course and have experience teaching a class and/or in the PR field. This is all new to me, and when the professor is learning along with us, it makes it difficult to know what to do.
- Hire a qualified second instructor to provide quality instruction without overloading current full time PR faculty.
- The most important change needs to be the faculty. Professor Greenfield is a great teacher, but due to having to carry the majority of the course load by himself, his teaching suffers. Furthermore the part time PR faculty that have recently been hired are incompetent. If a quality adjunct faculty member could be hired, that would greatly improve the quality of the major as a whole.

- Eliminate the "Intro to FSU" (FSUS Seminar) class from the program ... sleep, money, alcohol/drugs, health/well-being, studying & time management. I along with many others think it's a waste of time & money.
- Journalism - it is so important that we learn proper writing skills and the way it is offered doesn't live up to what I think we need.
- I would have to say the MKTG classes. I haven't really learned anything in them, especially MKTG 499. From hearing other students talk, it sounds like BUSN 499 would be a more beneficial class.
- Mr. Greenfield could use a good adjunct prof to help.
- More group work so that students can work on getting to know each other and gain experience in collaborating on public relations activities.

What do you think should be done to recruit more students for the Public Relations major at Ferris State?

- A lot more promotion dollars and advertising for this program. It is unique in that it is in the COB...focus on that. This should be one of the most promoted majors here.
- Student visits to high schools.
- Publicize it more.
- More recruiters sent to high schools to talk about the PR program.
- Have someone who is currently employed in a PR job position talk to students at orientation. Give testimonials on the Ferris link to the PR major.
- Market it better throughout Michigan.
- Send PR major students to high schools where Ferris recruits to speak with certain classes. Maybe speak to specific classes that would be interested in PR: i.e. Journalism, marketing.
- I don't think PR is a major that many people know exists. I know it is a new program, but I think once people see it's offered and realize what it's all about, more people will enroll in PR.
- Awareness - use PR alumni to recruit at high schools and through PRSA.
- Increase knowledge of how this program is different from others & the benefits to those differences
- By really making it known that Ferris has a great PR program.
- Representatives going to high schools might help recruit more students. I think that if students are more informed about the program they might be more interested.
- Have PR majors talk to high school students, otherwise, I think the website is a great way to recruit as well.
- Educate them on what PR is. Use Mr. Greenfield - he is very impressive & compelling.

Please add any additional comments you feel will be beneficial in helping to improve the public relations major. Use the back of the sheet, if necessary.

- Greenfield can't leave anytime in the future - he keeps everything together. Need to hire more professors.
- Need more PR staff so that Mr. Greenfield can get papers back on time.
- Mr. Greenfield is wonderful!
- All the public relations classes were great except the one taught by the adjunct (342).
- We need to have adjuncts that know more about public relations teaching us in our classes.
- Provide a wider range of PR opportunities in the real-world. - more info, speakers, trips.
- I am really enjoying the PR major at Ferris so far. I did not enjoy the acct or finc. classes at all, but understand we do need a background in them. I feel like there is not much assistance on obtaining an intern. And I am a little concerned on getting a job next May.

- I think the PR program is great so far. I have no complaints. The PRSSA could get more involved, but I know we're working on that.
- Eliminate classes that score lowest on this survey.
- Great program, I like it here!

Section 5

Faculty Perceptions

Survey Methods

The survey of Faculty included all members of the Marketing Department and other Ferris State faculty members who could be expected to be familiar with the program and its content, performance and needs.

A cover memo and survey was distributed to these individuals through campus mail. A copy of the memo and questionnaire are included in Appendix 2.

Key Findings

1. The faculty strongly agree that the Public Relations major fits FSU's mission (4.77) and that it is a valuable part of the College of Business curricula offerings (4.88).
2. The faculty feel strongly (4.66) that the "...Public Relations curriculum is a quality program" and (4.50) that the "public relations students are equal to or above the average quality of all College of Business students."
3. Faculty disagree (2.00) with the statement that "The current faculty staffing for the Public Relations major is sufficient to permit optimum program effectiveness."
4. Faculty also disagree (2.75) that the COB's commitment to the Public Relations major is sufficient to insure maximum growth."
5. They strongly agree that the Public Relations program is unique in Michigan (4.57) because it is located in the College of Business (4.57).
6. Faculty agree (4.25) that "lack of knowledge of the public relations profession and careers among the general public is a handicap to recruiting students."

Survey Results and Comments

Faculty Survey Results

(5 is strongly agree, 3 is neutral, 1 is strongly disagree)

	<u>Rating</u>
The Public Relations major fits FSU's mission statement.	4.77
FSU's Public Relations major is a valuable part of the College of Business curricula offerings.	4.88
FSU's Public Relations curriculum is a quality program.	4.66
FSU's Public Relations major is unique among Public Relations programs offered by universities in Michigan.	4.57
Most Public Relations curricula at universities are not located within Colleges of Business.	4.57
FSU's Public Relations students are equal to or above the average quality of all College of Business students.	4.50
The Public Relations Principles (PREL 240) course is a beneficial elective course for students in other majors.	4.22
The current faculty staffing for the Public Relations major is sufficient to permit optimum program effectiveness.	2.00
The administrative staffing of the Public Relations major is of a high level of management ability and performance.	4.13
The COB administration's commitment to the Public Relations major is sufficient to insure maximum growth.	2.75
The current materials and supplies the COB provides to its Public Relations major are sufficient to permit optimum growth.	3.00
The facilities and equipment provided for public relations studies are sufficient for a high quality program.	3.71
The Public Relations major needs a stronger recruiting effort because of its uniqueness.	4.13
Lack of knowledge of the public relations profession and careers among the general public is a handicap to recruiting students.	4.25

What changes would you recommend be made to improve FSU's Public Relations academic program?

- Additional faculty.
- Ron should have a one-half load teaching and another faculty member.

- More support from the administration in recruitment in conjunction with the other COB programs.
- More than one instructor for public relations.
- Make it more visible.
- Additional faculty.

What would you recommend be done to make the Public Relations courses offered more valuable to students in other curricula?

- Develop certificate or minor - especially for Public Administration majors in A&S.
- Introduce the subject in BUSN 122.
- Projects with other curricula.

Other comments?

- Ron Greenfield is single-handedly managing the Public Relations program and is a credit to the quality of the program. He needs more support. An exciting and valuable component of FSU COB offerings.
- I like your program style and approach. I hear good things.
- One person can not run this program. Ron needs another faculty member in this program.
- Good advising - students have to see Ron.
- The Public Relations program seems to be of high quality. I am not familiar with available resources to provide worthwhile comment. Obviously, program integrity should be maintained and enhanced. Faculty involved is of top quality.
- Students are above average in this major.

Section 6

Advisory Committee Perceptions

Survey Methods

With the untimely death a few months ago of the long-serving Chairman of the Public Relations major's Professional Advisory Committee, Pat Jackson, it was an opportune time to critically review and possibly revise the structure of and membership on the committee. Jackson, a former National President of the Public Relations Society of America, was a highly respected leader of the profession and was instrumental in establishing the Public Relations Major in Ferris State's College of Business in the late 1980s.

Membership on the committee has been essentially the same for more than a decade. Some members have retired in recent months and have asked to be replaced because they were moving a substantial distance away which made meeting attendance difficult and they were also concerned about staying current on the changes and needs of employers and the profession. Committee members include two past National Presidents of the Public Relations Society of America, current and past members of national committees on undergraduate and graduate public relations education, eight PRSA Fellows, twelve Accredited professionals, several winners of national and regional awards and senior public relations professionals who are working and have worked for a variety of organizations. Because of the strength of this group, revisions must be carefully considered and implemented to maintain the quality of this input into the Public Relations program.

A study was undertaken of the structure, membership, etc., of other Advisory Committees at Ferris State and other public relations advisory boards at other colleges and universities. With that background, a new Organizational Charter was proposed for Ferris State's Public Relations Professional Advisory Committee and submitted for approval. A copy of that charter is included in Appendix 3.

The process outlined above consumed much more time than expected and as a result the new committee was not in place to be surveyed and to provide input for this Program Review. The eight committee members who remained active were surveyed and a copy of the cover letter and the survey instrument are included in Appendix 2.

Responses were received from three of the committee members (33 percent) and this may make the results of the survey vulnerable to bias and possibly misrepresentative of the committee as a whole. The survey results and comments are included, as appropriate, in the narrative. Since the same members were surveyed and asked similar questions on the last Program Review and since the response rate was 75 percent, they are more likely representative of the Committee and thus we are citing those ratings in the tables.

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Key Findings

1. The FSU Public Relations curriculum is unique because it's part of the "Business school - very logical" and the students take a "Business college core."
2. The Advisory Committee members rated FSU's Public Relations curriculum at 4.63 (5 = excellent) in 1997 and 4.33 in 2003.
3. FSU Public Relations faculty rated 5.00 in 2003 and 4.20 in 1997.
4. The Advisory Committee rated the overall ability of FSU's Public Relations graduates at 4.00 in both surveys.
5. The public relations skills graduates need most are writing and editing, computer systems and software and public relations research.
6. The major changes suggested to make the Public Relations curriculum more effective are to add internships and overcome the disadvantages of FSU's isolation from major employment centers. One member said Ferris State's "Public Relations major is excellent and ambitious!"

Survey Results and Comments

Based on your knowledge and perceptions, please rate the effectiveness of each of the following functions/programs at Ferris State. (5 is excellent, 3 is average and 1 is poor)

	<u>Rating</u>
FSU's Public Relations curriculum	4.63
FSU's Public Relations faculty	4.20
Facilities/equipment for teaching PR students	3.50
Overall abilities of FSU PR graduates	4.00
Ferris State's academic programs overall	3.50
Ferris State's faculty overall	3.75

What makes Ferris State's public relations curriculum unique compared to those offered by other universities and why is that unique feature important?

- Part of Business school - very logical.
- Business college core.

How important is each of the following public relations skills to a new professional? (5 is very important, 1 is not important)

	<u>Rating</u>
News and feature writing/editing	4.62
Newsletter/magazine writing/editing	3.62
Technical/proposal writing	3.63
Speechwriting	3.88
Audiovisual writing/production	3.88
Still photography	3.00
Video/film production	3.43
Printing production	3.50
Radio production	3.00
Television production	3.00
Advertising copy writing/layout	2.63
Graphic design/layout	3.62
Computerized graphic design/layout	3.88
Using computer systems/software	4.75
Direct mail/marketing	3.00

How important is a working knowledge of each of the following public relations functions to a new college graduate entering the profession? (5 is very important, 1 is not important)

	<u>Rating</u>
News media relations	4.63
Employee communications	4.75
Government relations	3.38
Community relations	4.50
Contributions management	2.71
Issues management	4.00
Marketing communications	4.38
Special events planning/management	4.25
Public relations/opinion research	4.88
Not-for-profit communications	3.75
Fundraising	3.25
Organizational identification/logos	3.13
Crisis communications	4.25
Senior management counseling	3.63
Program planning/budgeting	4.00
Staff management	3.13
Institutional/public relations advertising	2.63

What changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?

- (FSU'S) Public relations curriculum is excellent ... and ambitious!
- Provide more internships.
- Need to overcome the disadvantages of location/access of FSU campus to major PR professional centers, internships and employment.

In the next five years, what major trend or trends will affect and/or change the training and skills needed by new public relations professionals entering the field in about 2008?

- Emphasis on research, including measurement/evaluation.
- Need to work collegially with law ... in view of increasing risk of suits, increasing regulation, etc.
- Development of skills of persuasion, critical thinking.
- Global outreach.
- Understanding of corporate objectives and their discipline in public relations programs.
- Increased emphasis on public relations research and program evaluation.
- Raising expectations for public relations to understand and effect behavior not just communicate.

Please provide any additional comments, opinions and suggestions on the merit of FSU's approach to teaching public relations and how it may be improved.

- FSU's program is pioneering in its curriculum with business studies. It provides a unique opportunity/advantage in national internships for its students and I strongly commend that objective to faculty. That would not only have value for students, but for the positioning of the program nationwide.
- My continued best wishes on your pioneering work with the business school. It deserves widespread visibility! One helpful step in that direction would be to enlist a PRSA Certification review. Per se, the process would spread the Ferris State gospel and, if Certification were achieved, national visibility.
- Ferris' design for public relations has been and is excellent. The PR program should be as enthusiastically known, received and sought after as its PGM, Optometry and other 'niche' programs - but so far we're not even close.
- Apply for PRSA Certification of the FSU program.

Section 7

Labor Market Demand Analysis

The U. S. Department of Labor (DOL) continues to rank public relations as one of the nation's fastest growing professions. DOL projects that jobs for public relations managers will increase by 61.3 percent in the 2000-2010 time period, nearly four times the estimated overall job growth rate of 16 percent in the United States. This is a substantial increase from the 47 percent growth rate DOL reported for the 1990s when they identified public relations as one of the ten "fastest job growth" professions in the United States. Public relations job growth in the 1980s was estimated to be 37 percent.

U.S. News and World Report has identified public relations as one of its 20 "hot track" professions for the late 1990s and early 2000s. And *Money Magazine* noted that managing public relations (along with marketing and advertising) ranks as 10th out of 50 "Top Occupations" in the United States.

Today, the practice of Public Relations is very much an international and worldwide growth profession. Increasingly multinational corporations, shifts from socialist to democratic and capitalist forms of government, expansion of communications technologies, the realignment of economic power and similar changes have focused attention on public opinion and the need to build positive, long-term relationships with diverse publics that influence the success of an organization. While this growth in Public Relations activity is apparent, it is very difficult to find reliable data and projections for jobs outside the United States. An international meeting of 24 public relations related organizations outside the United States occurred in Slovenia in 2000 and was said to represent more than 75,000 public relations practitioners.

In *Practical Public Relations*, Frazer Seitel says the Bureau of Labor Statistics estimates that there are more than 200,000 public relations practitioners in the United States. This estimate agrees with Glen Broom's (*Effective Public Relations*) projections for public relations practitioners in the year 2000.

It is sometimes difficult to determine the actual number of people employed in public relations because many do not carry job titles which easily identify them with public relations. For example, for the past 80 years it has been against the law for any Federal government agency to employ a public relations person. As a result, it is hard to identify the thousands of men and women now doing public relations work in the Federal government including the 7,000 now spread through the Department of Defense.

If you use the 200,000 estimate for current public relations practitioners and project it with the DOL estimates for public relations job growth in the 2000s, you will find that some 120,000 new public relations jobs will be created in the United States in the current decade.

Broom's research shows the distribution of these 200,000 practitioners by type of organization and his estimates are shown in the chart below. The right hand column applies the percentages to the estimated total number of public relations practitioners to derive a number of practitioners in each category.

Public Relations Employers

<u>Organization</u>	<u>Percent of total</u>	<u>Number of jobs</u>
Corporations (manufacturing, industrial, consumer goods, financial, service, media, entertainment)	40	80,000
Public relations firms , marketing communications firms, advertising agencies, individual practitioners	27	54,000
Associations , foundations, educational institutions	14	28,000
Health care (hospitals, HMOs, clinics, home health care agencies, mental health facilities)	8	16,000
Government (local, state, federal)	6	12,000
Not-for-profit (charities, religious, social welfare organizations)	5	10,000

Cutlip, Center, Broom, "Effective Public Relations"

If you accept the estimated 7,000 public relations practitioners believed now be living in Michigan and apply the DOL job growth projections mentioned earlier, you can expect some 4,300 public relations jobs to be added in Michigan in the 2000-2010 period.

In recent years, there has been a significant movement by corporations to outsource a portion of their public relations function, much the same as they have done to accounting, payroll, benefits, training and other staff departments. This has been part of the cost reduction, delayering, downsizing and similar corporate management strategies. There has also been some downsizing of manpower and resources for the public relations functions in some organizations as they respond to cost pressures and efficiency improvement demands. This has produced a noteworthy shift of public relations jobs from the Corporate category to Public Relations Firms but the same professional knowledge and skills are required for both. In fact, there may be greater demands for a business background by agency personnel since they no longer have daily access to the knowledge available when working inside the corporation.

Of these 200,000 public relations practitioners, approximately 20,000 are members of the Public Relations Society of America, the largest international public relations professional organization. The other major professional group, International Association of Business Communicators, has 14,000 members some of whom also belong to PRSA. These two major professional public relations groups, periodically conduct industry wide

studies of salaries. The most recent study, conducted jointly by the two associations, was published in 2000 and based on a 1999 survey of a sample of 16,000 practitioners including a representative sampling of those not belonging to either PRSA or IABC.

The average salary in 1999 by years the public relations practitioner has worked in the profession are shown in the chart below. The average annual salary (\$72,000) of U.S. public relations professionals increased 49.8 percent from the \$48,070 reported for the similar study by the two groups conducted in 1996, three years earlier.

Average Salary By Years

1-4 years	\$46,250
5-9	63,000
10-14	70,000
15-19	74,500
20-24	86,500
25-29	91,500

The average salary by region of the United States is shown on the chart below. Michigan is part of the East Central Region.

Average Salary by Region

New England	\$ 96,000
Mid-Atlantic	113,000
South Atlantic	62,000
East Central	62,000
West Central	62,000
Mountain	56,000
Pacific	89,000
All U.S.	72,000

Analysis of salaries of these public relations practitioners by age shows an average of \$36,000 for 22-26 year olds. This group includes those just entering the job market along with those having up to four years of experiences in the field.

Average PR Salary by Age

22-26 years	\$36,390
27-30	50,502
31-35	65,657
36-40	78,680
41-45	87,867
46-50	88,129
51-60	90,177
61+	92,274

The average salary by job title in 1999 is shown in the chart below.

Average Salary by Job Title

Executive Vice President	\$155,436
Senior Vice President	139,877
Chairman/President/CEO	122,394
Vice President	84,964
Public Relations/Communication Dir	70,019
Freelance Consultant	68,635
Public Affairs	61,950
Account Supervisor	61,643
Public Relations Mgr/Acct Mgr	37,976
Account Coordinator	33,102
Assistant Account Executive	28,929

The assistant account executive is an entry level position at a public relations consulting firm. This position would normally be held for the first 12-18 months before promotion.

Average salary by work setting is shown in the chart below.

Average Salary by Work Setting

Self employed	\$85,644
Corporation	76,421
Public Relations Agency	69,833
Government/Politics	56,415
Non-Profit Organization	54,047
Education	49,836
Other	51,132

The average salary by type of industry employing the public relations practitioner is shown in the chart below.

Average Salary by Industry sector

Financial Services	\$78,939
Utilities and Power	74,507
Retail	73,730
Industrial/Manufacturing	73,013
Services	72,296
Hi-tech	69,957
Telecommunications	68,204
Arts/Entertainment/Media	66,992
Health Care/Pharmaceutical	66,916
Government/Public Services	62,931
Travel and Tourism/Leisure	59,688
Sports	59,724
Non-Profit/Charity	51,534
Consumer	50,425
Education	49,835

According to SalaryExpert a computer database assessed through the internet, the current average salary of public relations managers in Michigan, including bonus and benefits, is \$77,660, slightly higher than the national average of \$76,544.

MEMORANDUM

DATE: November 19, 2003

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:
Bachelor of Science Degree in Advertising

CC: Paul Jackson, Lee Meadow, David Nicol, Laurie Chesley, Thomas Oldfield

RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

We recommend that this program be continued.

DESCRIPTION OF PROGRAM:

CATALOG DESCRIPTION:

Why Choose Advertising?

Advertising is a form of promotion and persuasive communication that involves supplying information vital to the operation of a free society and a free economy. Unlike most universities, Ferris offers the Advertising program through its marketing department in the College of Business, an approach supported by industry leaders. The program is designed for students who wish to pursue careers in advertising agencies, advertising media such as newspapers, magazines, radio and television or in advertising departments of manufacturers, retailers, business enterprises or government.

The program is based on the idea that there is no substitute for experience. As a student, you become directly involved in the advertising process. You write copy, develop advertising campaigns and create advertising strategies. In addition, a cooperative education program allows you to gain on-the-job experience while earning University credit and a paycheck.

Get a Great Job

Advertising is a field that offers an astonishing number and variety of specialized career opportunities. It encompasses all the facets of integrated marketing communications, including general advertising, sales promotion, direct marketing, publicity, trade shows and more. Positions in this field include account executives, copywriters, creative directors, managers, media planners and buyers, salespeople and researchers.

Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of

studies. High school GPA and the Mathematics and Reading ACT scores will be considered in the admission and placement process.

Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

Graduation Requirements

The Advertising program at Ferris leads to a bachelor of science degree in business. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall. Students must complete all general education requirements as outlined in the General Education section of the University Catalog. As part of these requirements, students must either have an ACT math sub-score of 24 or better, complete MATH 115 or pass a proficiency exam.

BACKGROUND INFORMATION OBTAINED FROM THE REVIEW PROCESS:

The Advertising Program is housed in the Department of Marketing of College of Business. There is no specific outside accrediting body overseeing advertising education. In addition to instruction of majors, the program provides service to the Professional Golf Management, Professional Tennis Management, and Music Industry Management curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum.

The occupational Outlook Handbook indicates that employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010. Employment in the advertising industry is expected to grow 32% between 2000 and 2020.

There are currently two faculty in the Marketing Department who primarily teach courses in this program although they teach other marketing courses as well.

A total of eight graduate surveys were returned, no information was provided concerning the methodology of the survey. Comments were included. There were forty-one employer surveys sent out and five were returned. Comments were included. A total of twenty five student surveys were returned. Categorized comments were reported. Fifty three faculty surveys sent out and the number of they returned was not specified. There were 10 surveys sent to the Advisory committee and 3 were returned.

COST INFORMATION:

According to the 2000-2001 report from institutional research:

Total cost per SCH

BS Degree in Advertising	\$152.15
---------------------------------	-----------------

Total program cost

BS Degree in Advertising \$19,019.02

ASSESSMENT OF THE ADVERTISING PROGRAM:

(1) The program has a number of important strengths:

- The mission of the Advertising Program is to empower students to compete, succeed, and advance in the fields of consumer, business to advertising, direct marketing, and/or sales promotion. This program is directly related to the mission of Ferris State University.
- This program is one of only 10 advertising programs nationally which are housed in a College of Business.
 - It is somewhat unique in its orientation and in its ability to supply the advertising industry with graduates who are fully qualified in both advertising and business.
 - It provides a quality advertising education couched in a business environment and thus serves not only the students in this program but the advertising industry/marketing industry as well.
- According to the *Occupational Outlook Handbook*, employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010.
 - Typically 95 percent of the graduates of this program find employment in the field.
- The quality of instruction is rated high in student and alumni surveys due in part to the background of the instructors.
- The faculty considers the small class size, the hands on nature of program in which students are trained in class and the closeness of advising to be major strengths of the program.
- The two faculty in the Marketing Department who are primarily responsible for teaching courses in this program have substantial experience in the field. One has completed all doctoral coursework.
- One of the faculty has been nominated or awarded a teacher of the year citation nine times in the past three years.
- During the last 5 years:
 - One of the tenured faculty has received a promotion or merit award.
 - Both of the tenured faculty have attended a regional or national professional meeting.

(2) The Academic Program Review Council has the following concerns:

- Enrollment was approximately 80 per year for the fall of 1998 through the fall of 2000 and declined to 61 in the fall of 2002. Current enrollment is 66. There is room for this program to grow, particularly in view of the limited demands that this program makes on the facilities in the College of Business.
- Some library resources extensively used in the field are unavailable to students because of the extraordinary cost of these materials.
- According to the check sheets, the non-advertising graduation requirements of this program the directed general education requirements appear to be overly prescribed.
- A memo dated Oct. 21, 2003 from the Program Review Panel to the Council indicated that a concern that surfaced in this review was that the program faculty currently have a lack of exposure to and involvement with the advertising industry.
- There was no information in the Administrative Program Review concerning the number of graduates or on the starting salaries of graduates in the years 1997-1998, 2000-2001; and 2001-2002.
- The program developed its own survey form and data from surveys is not as complete as it could be.

(3) The Academic Program Review Council recommends that the following steps need to be taken to maintain the quality of this program:

- The program faculty should continue to capitalize on the unique features of this program and use that as a basis on which to grow the program.
 - The faculty should work with University Advancement and Marketing, the College of Business, and the Marketing department to development and implement a plan to advertise and market this program in a more effective way.
- The program faculty should work with the library staff and members of the advisory committee to explore possible options to make necessary library resources available for students.
- The faculty of the program should review the check sheet for this program and continue to explore ways in which they can make the curriculum more flexible for students, particularly those transferring in from other institutions or programs.
- The program faculty, the advisory committee, the Department of Marketing, and the College of Business should develop a plan to address the lack of exposure to and involvement of this program and its faculty with the advertising industry.

TO: Program Review Committee

FROM: Advertising Program Review Committee
Paul Jackson, Chair
Tom Mehl, Faculty
Lee Meadow, Marketing Department Head
Sandy Burns, Dental Hygiene

RE: Advertising Program Review

DATE: October 21, 2003

The Advertising Program Review Committee respectfully submits the following document to the Program Review Committee for its consideration and evaluation.

Let us begin by apologizing for the lateness of this submission and allow us to express our sincere appreciation for your understanding in this matter.

As this report demonstrates, the Advertising Program provides a high quality, hands-on, practical advertising education to a degree of depth and quality that is largely unequalled in the State of Michigan and, in many respects, beyond. Furthermore, it is somewhat unique in that it provides this education in a business environment as opposed to the more typical communications setting. Moreover, it is accomplishing this at a very high level of institutional efficiency.

As the report points out, the Advertising Program has experienced and is experiencing somewhat depressed enrollment numbers, although not at levels totally inconsistent with those of the College of Business generally. It should be noted, however, that within the last two to three days we have been told that there has been a rush of students (I am told seven!) switching into advertising from other curricula.

One additional concern which surfaced in this review is the program's and the faculty's lack of exposure to and involvement with the advertising industry. This is - to an extent - a valid concern but one for which there is no simple or readily available remedy - particularly given Ferris' geographic location and Michigan's and, by extension, Ferris' financial situation (neither of which are new).

We invite you review this document and offer your considered assessment of the Advertising Program.

Thank you and we should look forward to the opportunity to meet with you.

Questions for BS Degree in Advertising Panel

The bulleted items found under item 5 pages 15-16 of the document Academic Program Review: A Guide for Participants are the primary basis of the evaluation of the BS Degree in Advertising Program. The following questions are directly related to these criteria. The bullet number to which the question refers is cited prior to the question.

3 Please characterize the service provided by this program and its graduates to the state, country, and/or world.

3. We are no longer an agrarian society, and indeed, no longer an industrial society, but a post-industrial society where the ability to market products is crucial to the strength and well-being of families, corporations, states, and entire nations.

Advertising helps companies market in intense competition with other companies. Strong companies provide employment. Strong employment promotes quality of life. It also promotes a strong tax base. Strong tax bases enable governments to function to protect individual freedoms. Individual freedoms translates into creativity, innovation, and the advancement of humanity. In short, nothing happens until someone sells something. Trade and commerce shapes the world and all who live in it. It has since the days of the Silk Route. When trade & commerce ends, civilization will end.

The service provided is that of a QUALITY advertising education couched in a business environment. We are serving not only our students but the advertising industry/marketing industry as well.

5 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.

5. They would know how to read and write. They would understand the world around them and have a grasp of how it essentially functions. They would understand our economic system, ethics, and realize that they should not take the limits of their own field of vision to be the limits of the world

They would understand how business functions, particularly marketing and advertising. They would understand agency/client relationships.

Our students are UNIQUELY skilled primarily in the media, account management, and research areas of advertising. Furthermore, they possess string business skills to reinforce and intensify these primary skill sets.

5 For each skill, ability or knowledge base listed in the previous question, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.

5. See the check sheet provided in the document.

Questions for BS Degree in Advertising Panel

The business and marketing core are key elements of the skills alluded to above as are ALL of the major courses in our Advertising Program.

5 Please describe the quality of instruction in this program and present supporting evidence.

5. The quality of instruction is to a high order, and to one championed by persons employed in the field, and who hire others to work in the field.

The quality of instruction befits the mission statement of this institution in that the professors all have experience in the field, which is deemed by people who work in the field to be of supreme value and utility.

See examples of student work for practical manifestations.

Other evidence is contained in this instructor's post-tenure document, particularly the "Letters" section, and the section, which summarizes the dozens of professional development activities in which this instructor has taken part in the past few years alone.

He has been nominated or awarded a Teacher of the Year citation nine times in the past three years.

His student assessments average about 4.3 on a scale of 5.

8 Describe the service provided to non-majors by this program.

B. They are better able to understand and function in the post-industrial Society they live in. They are better, smarter consumers as a result of seeing how and why advertising functions.

Service is provided primarily to the PGM, PTM, and MIM curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum.

10 Please discuss the adequacy of the Library Information Resources for your program.

10. In the main, it's good. Where it is deficient for our purposes is that some of the secondary research data is dated, which does not sit well with students. Of course, there is always the need and want for more resources!

For an institution of our size, the advertising library holding are well above average. Our library goes out of its way to provide our students with up-to-date material and our general business holdings are exceptional.

Questions for BS Degree in Advertising Panel

Professors in the program make regular contributions to further enhance our collections.

12 How many full time tenured and tenure track faculty currently teach in this program? How many hold PhD degrees? MS or MA degrees? Other (please specify)?

12. Two hold MBA degrees. One is ABD. Both have substantial experience in the field, and experience is deemed by the field to be the supreme credential of competence.

Both advertising faculty are tenured. Paul Jackson has completed all doctoral coursework and Tom MeW holds a Master's degree.

- 12 With regard to the professional activities and accomplishments of the full time tenured or tenure track faculty who currently teach in this program:**
- **How many have received a promotion or merit award in the last 5 years?**
 - **How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?**
 - **How many have attended a regional or national professional meeting in the last 5 years?**
 - **How many have received a sabbatical leave during the last five years.**

12. All who applied received one.

12. I know I've not. I've been too busy being a consultant. My scholarship incentive enrollment strategy, adopted by FSU has Attracted 700 honors students to this university, when other attempts to Attract ANYONE, failed. Perhaps some of these honors students sit in your classes because of the strategy I conceived and sold to the president.

12 All of them.

12. All that have applied.

PromotionlMerit: Tom Mehl received a merit increase in 2002-2003.
Publications: Neither Meetings: Jackson regularly attends an AdCrafters (Detroit Ad Club) sponsored career conference in Detroit. MeW and Jackson have both attended the Midwest Advertising Educators Association meeting on at least two occasions.
Sabbaticals: None

13 Please comment on administrative effectiveness with respect to this program.

13. With our new department head, it is to the first order. The program is being revised and fine-tuned in consultation with graduates and with consultation with practitioners in the field.

The following questions or requests for information are the result of our discussion concerning specific statements or material within the BS Degree in Advertising Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.

1-A-1 You indicate that your program is 1 of 10 in the nation housed in a College of Business. What are the advantages of this arrangement? What are the disadvantages?

1A1 The advantage is that it is the place where the field wants it. We are market-driven, as we ought to be. Advertising is a marketing function, not a journalism function, and marketing is a component of business. The location prepares grads with the skills the field wants:

There are no disadvantages, since courses from outside the college are integral to the program, and steps are being taken to insure that such remains true by providing more flexibility and options.

The principal advantage of the business orientation is the knowledge of business that it imparts. Advertising is a business endeavor and the ability to be able to interact with businesspeople on their terms is vitally important. In the absence of that perspective - which is precisely the situation in a communications setting (save a heavy dose of business electives) - deprives the student of that "edge."

The only disadvantage of the business orientation is that it forces students to take classes (most notably quantitative courses) which they are often adverse to because they think they can't "do it."

I-D-1 What is being done to stem tide of dropping enrollment in your program?
X-1
X1-1

The College of Business now has a dedicated admissions officer who is placing emphasis on business programs which are undersubscribed - of which advertising is one. Accordingly to this young lady, we should be seeing some improvement as early as next year. We have seen a recent spurt in transfers to the program as well.

In the wake of the last program review we were granted funds which were not used because - despite having conceptualized materials in some detail - no executional assistance was provided by University Advancement and nothing ever was actually produced!

Questions for BS Degree in Advertising Panel

There is no tide" of dropping enrollment. Adv is cyclical in terms of both employment and enrollment. With the economy turning up again, enrollment is turning up again. It has happened before; it will happen again.

Beyond that, the dept has established a "think thank" to create on-campus visitation of high school students and teachers, since this is the most effective enrollment builder known. Further, both instructors are working with the President's Office to develop more effective promotions and enrollment gains.

At least one of these promotions is geared specifically to build enrollment in programs of OUR choice. I have the power point presentation, and will be delighted to show it to the committee.

I think you will see it as being efficacious.

I-D-7 What are the incentive funds used for?

Incentives:

These are UCEL funds designated for departmental use and not just the exclusive use of the advertising program. Potentially, some of these monies might be available for use. This could be pursued.

I don't understand the question. Therefore, I cannot respond.

I-D-7 Have there been any efforts to teach courses in Grand Rapids?

Grand Rapids:

Bluntly, no, this has not been pursued. With the rebirthing process which is now in place regarding the retailing program, there is now taking place some discussion of exporting that program to Grand Rapids and ADVG 485 as part of it. Frankly, we are not at all sure the Advertising' program, as a program, would work in this venue.

Yes.

II-A-3 Please give us your insight as to why there is the relatively low rating of IV-A-3 the library and library skill on the graduate and student surveys.

Since library research is a component in most of our classes, I am not sure why these ratings exist. My best surmise is the fact of today's student's internet dependency. I believe this dulls their library skills and would lead to their ignorance of what the library offers.

Questions for BS Degree in Advertising Panel

Students are unhappy with the dated materials. They are also unhappy when library staff inform them that the secondary research documents they seek are not in the library, when, at the very time such is being said, the student can see the works in question resting on the shelf behind the speaker.

**III-A-1 At least one of the employers surveyed wanted to see a curriculum,
IX-B-1 particularly in general education, that fosters more creativity. Do you
agree with this assessment?**

No! Creativity is not our forte. This is due largely to our business orientation. To be successful in the creative aspects of advertising, a student needs substantial depth - depth that we do not and, frankly, cannot provide in meaningful terms. The only place that this becomes an issue in our curriculum is with transfer students from VISD. These students come to our curriculum "pre-equipped" and often transfer for the business orientation.

I agree that a "creative" track should be a career track option, and as stated above, steps are being taken to make this happen. I would urge, however, that we do not relinquish our distinctive competency, as marketers like to call it, in being located in a Dept of Marketing specifically to serve the account services side of the business, where the great bulk of jobs lie reside.

**III-A-2 Please comment on the suggestion in the employer survey that you hook
up with CCS creative center.**

This is not terribly feasible given its location and, for the reasons cited above, really wouldn't accomplish a great deal that would be meaningful to either entity or the students.

It would probably be a mistake. Why? The bulk of jobs in advertising are on the account services side of the business, not on the creative side. We have deliberately positioned ourselves to service that side. It is our distinctive competency, carefully cultivated. As for the suggestion, individuals ought not take the limits of their own field of vision, or their own personal paradigm, to be the proper structure of the world.

For those interested in the creative, we have the visual design program, which is powerful and well respected.

**III-A-2 Please discuss internships in your program. How many students
XIII-A-1 participate in internships? Please elaborate on the reservations
expressed in your recommendations.**

Our students use of credit-bearing internships is minimal. However, fifteen to twenty percent of our students do partake of non-credit-bearing internships. We encourage internships but do not require them. The internship situation in the advertising business is VERY cyclical and economy-dependent and, for that reason, cannot be guaranteed. In the absence of the ability to guarantee them, we cannot require them!

III2A. About 25%. Internships are strongly recommended and pushed. Most internships in adv are unpaid and in locations remote from affordable student housing. Therefore, most students are hard-pressed to avail themselves of internships, and we would be ill advised to make them mandatory.

**IV-A-1 The lowest score in the student survey appears to be related to the
availability of the program advisor. Please give us your insight with
respect to this rating.**

This is as puzzling to us as it is to you and I am at a loss to explain it. The ONLY conceivable explanation I can offer is the fact that Susan Jones who is now ONLY adjunct to our curriculum - generally only maintained a MWF schedule and was only rarely on campus on Tuesday or Thursday may not have been able to be located as readily as some students may have desired. As program coordinator and before, I am and was in my office on virtually a five day a week schedule and for most of the day. Tom Mehl is also generally available as well.

This is stupefying. I keep hours far in excess of those required. I advise the RSO. My home phone works 24 hours a day and I have told students that repeatedly. I've taken calls at 3 a.m. and been glad to do it. I have been a guest speaker to dorms to talk about advg as a career. I encourage internships and constantly review resumes, etc. I am in my office five days a week. So is my colleague.

**IX-B-1 What is the rationale for the very prescriptive nature for the courses
students must take in general education to complete your program?**

Historically this prescription has served us very well. E.g., COMM 121 is virtually a necessity for advertising majors due to the heavily presentational nature of this business. Principles of both Psychology and Sociology are givens due to the consumer behavioral aspects of advertising. The cultural enrichment component is undergoing alteration and liberalization at the present time.

Adv is applied behavioral science. We deem it ~ppropriate to encourage enrollment in fundamentals courses, since they provide the foundation for the others that follow them. The courses on the advg check sheet

Questions for BS Degree in Advertising Panel

have been recommended by a panel of professors from both within and without the COB, and in consultation with practitioners in the field.

Having said that...

The dept head has, in recent times and to his great credit, taken steps to make the program more flexible in order to accommodate individual student needs with regard to specific career paths -within the field. At this time, we are working with Don Flickenger, Donna Smith, and others in Arts & Sciences to cooperate in this program flexibility.

X-1 Please elaborate on your relationship with visual design program.

VISD students pursue the technical/executional aspects of graphic design; ADVG majors - to the extent they involve themselves in creative - are in the more purely ideational aspects and do not necessarily limit themselves to the graphics area. Some VISD students (for a variety of reason) elect to transfer into advertising at the end of their sophomore year in VISD.

There is little, nor should there be. The field of advertising has two major divisions, known as the creative side and the account services side. Students wanting to work on the creative side deliberately choose vd. Those wanting to work on the account services side choose the advg degree which is specifically tailored to suit this huge component of the business, where, I repeat, the bulk of the jobs' are. We have deliberately separated the programs thus because the field is deliberately separated thus.

CRITERIA SUMMARY FOR: BS DEGREE IN ADVERTISING

CATALOG DESCRIPTION:

Why Choose Advertising?

Advertising is a form of promotion and persuasive communication that involves supplying information vital to the operation of a free society and a free economy. Unlike most universities, Ferris offers the Advertising program through its marketing department in the College of Business, an approach supported by industry leaders. The program is designed for students who wish to pursue careers in advertising agencies, advertising media such as newspapers, magazines, radio and television or in advertising departments of manufacturers, retailers, business enterprises or government.

The program is based on the idea that there is no substitute for experience. As a student, you become directly involved in the advertising process. You write copy, develop advertising campaigns and create advertising strategies. In addition, a cooperative education program allows you to gain on-the-job experience while earning University credit and a paycheck.

Get a Great Job

Advertising is a field that offers an astonishing number and variety of specialized career opportunities. It encompasses all the facets of integrated marketing communications, including general advertising, sales promotion, direct marketing, publicity, trade shows and more. Positions in this field include account executives, copywriters, creative directors, managers, media planners and buyers, salespeople and researchers.

Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of studies. High school GPA and the Mathematics and Reading ACT scores will be considered in the admission and placement process.

Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

Graduation Requirements

The Advertising program at Ferris leads to a bachelor of science degree in business. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall. Students must complete all general education requirements as outlined in the General Education section of the University Catalog. As part of these requirements, students must either have an ACT math sub-score of 24 or better, complete MATH 115 or pass a proficiency exam.

BACKGROUND INFORMATION OBTAINED FROM REVIEW:

The Advertising Program is housed in the Department of Marketing of College of Business. There is no specific outside accrediting body overseeing advertising education. There are currently two faculty in the Marketing Department who primarily teach courses in this program although they teach other marketing courses as well.

The occupational Outlook Handbook indicates that employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010. Employment in the advertising industry is expected to grow 32% between 2000 and 2020.

A total of eight graduates surveys were returned, no information was provided concerning the methodology of the survey. (page II-A-1) There were forty-one employer surveys sent out and five were returned. (page III-A-1) A total of twenty five student surveys were returned. No information was provided with respect to the number of faculty surveys sent out or returned. (page V-A-1) There were 10 surveys sent to the Advisory committee and 3 were returned. (page VI-A-1)

SPECIFIC CRITERIA:

- **CENTRALITY TO FSU MISSION:**

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

The mission of the Advertising Program is to empower students to compete, succeed, and advance in the fields of consumer, business to advertising, direct marketing, and/or sales promotion. (page I-B-1) This program is directly related to the mission of Ferris State University.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The advertising program is one of seven such programs in the State of Michigan. This program is one of only about 10 advertising programs nationally which are housed in a College of Business. As such it is somewhat unique in its orientation and in its ability to supply the advertising industry with graduates who are fully qualified in both advertising and business. (page I-A-1)

- **SERVICE TO STATE, NATION, WORLD:**

We are no longer an agrarian society, and indeed, no longer an industrial society, but a post-industrial society where the ability to market products is crucial to the strength and well-being of families, corporations, states, and entire nations.

Advertising helps companies market in intense competition with other companies. Strong companies provide employment. Strong employment promotes quality of life. It also promotes a strong tax base. Strong tax bases enable governments to function to protect individual freedoms. Individual freedoms translate into creativity, innovation, and the advancement of humanity. In short, nothing happens until someone sells

something. Trade and commerce shapes the world and all who live in it. It has since the days of the Silk Route. When trade & commerce ends, civilization will end.

The service provided is that of a QUALITY advertising education couched in a business environment. We are serving not only our students but the advertising industry/marketing industry as well. (written questions)

- **DEMAND BY STUDENTS:**

Enrollment was approximately 80 for the fall of 1998 through the fall of 2000 and declined to 61 in the fall of 2002. (page I-D-1) Current enrollment is 66 (page X-1)

- **DEMAND FOR, PLACEMENT OF, AND AVERAGE SALARY OF GRADUATES:**

According to the Administrative Program Review the average starting salary is around \$28,000. (page I-D-2)

Occupational Outlook Handbook – employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010. Employment in the advertising industry is expected to grow 32% over the 2000-20 period. (page VII-A-1)

- **SERVICE TO NON-MAJORS:**

Service is provided primarily to the PGM, PTM, and MIM curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum. (written questions)

- **QUALITY OF INSTRUCTION:**

The quality of instruction is to a high order, and to one championed by persons employed in the field, and who hire others to work in the field. The quality of instruction befits the mission statement of this institution in that the professors all have experience in the field, which is deemed by people who work in the field to be of supreme value and utility.

Other evidence is contained in one of the instructor's post-tenure document, particularly the letters" section, and the section, which summarizes the dozens of professional development activities in which this instructor has taken part in the past few years alone. He has been nominated or awarded a Teacher of the Year citation nine times in the past three years. (written questions)

- **FACILITIES AND EQUIPMENT:**

The advertising program uses regular Ferris College of Business classrooms for all of its courses with the exception of ADVG 312 which uses the MAC lab. (page VIII-A-1)

- **LIBRARY INFORMATION RESOURCES:**

In the main, it's good. Where it is deficient for our purposes is that some of the secondary research data is dated, which does not sit well with students. Of course, there is always the need and want for more resources!

For an institution of our size, the advertising library holding are well above average. Our library goes out of its way to provide our students with up-to-date material and our general business holdings are exceptional.

Professors in the program make regular contributions to further enhance our collections. (written questions)

- **COST:**

According to the 2000-2001 report from institutional research:

Total cost per SCH

BS Degree in Advertising	\$152.15
---------------------------------	-----------------

Total program cost

BS Degree in Advertising	\$19,019.02
---------------------------------	--------------------

- **FACULTY:**

- **QUALIFICATIONS**

- There are two tenured faculty that currently teach courses in this program. Each teaches marketing classes as well. Both hold MBA degrees. One has completed all doctoral coursework. Both have substantial experience in the field, and experience is deemed by the field to be the supreme credential of competence. (written questions)

- **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- One of the tenured faculty has received a promotion or merit award during the last five years.
- Neither of the tenured faculty has been awarded a sabbatical leave during the last five years.
- Both of the tenured faculty ha attended a regional or national professional meeting in the last 5 years, some holding offices in national organizations.
- Neither of the tenured faculty had a paper published and/or made a presentation/poster session at a professional meeting during the last five years.

- **ADMINISTRATIVE EFFECTIVENESS:**

With the new department head, it is to the first order. The program is being revised and fine-tuned in consultation with graduates and with consultation with practitioners in the field. (written questions)

There was no information in the Administrative Program Review concerning starting salaries in the years 1997-1998, 2000-2001; and 2001-2002. (page I-D-2)

There is no information on number of graduates in Administrative program Review. (page I-D-7)

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Questions for BS Degree in Advertising Panel

The bulleted items found under item 5 pages 15-16 of the document Academic Program Review: A Guide for Participants are the primary basis of the evaluation of the BS Degree in Advertising Program. The following questions are directly related to these criteria. The bullet number to which the question refers is cited prior to the question.

- 3 Please characterize the service provided by this program and its graduates to the state, country, and/or world.**
- 5 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.**
- 5 For each skill, ability or knowledge base listed in the previous question, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.**
- 5 Please describe the quality of instruction in this program and present supporting evidence.**
- 8 Describe the service provided to non-majors by this program.**
- 10 Please discuss the adequacy of the Library Information Resources for your program.**
- 12 How many full time tenured and tenure track faculty currently teach in this program? How many hold PhD degrees? MS or MA degrees? Other (please specify)?**
- 12 With regard to the professional activities and accomplishments of the full time tenured or tenure track faculty who currently teach in this program:**
 - How many have received a promotion or merit award in the last 5 years?**
 - How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?**
 - How many have attended a regional or national professional meeting in the last 5 years?**
 - How many have received a sabbatical leave during the last five years.**

- 13 Please comment on administrative effectiveness with respect to this program.

The following questions or requests for information are the result of our discussion concerning specific statements or material within the BS Degree in Advertising Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.

- 1-A-1 You indicate that your program is 1 of 10 in the nation housed in a College of Business. What are the advantages of this arrangement? What are the disadvantages?
- I-D-1 What is being done to stem tide of dropping enrollment in your program?
X-1
X1-1
- I-D-7 What are the incentive funds used for?
- I-D-7 Have there been any efforts to teach courses in Grand Rapids?
- II-A-3 Please give us your insight as to why there is the relatively low rating of the library and
IV-A-3 library skill on the graduate and student surveys.
- III-A-1 At least one of the employers surveyed wanted to see a curriculum, particularly in
IX-B-1 general education, that fosters more creativity. Do you agree with this assessment?
- III-A-2 Please comment on the suggestion in the employer survey that you hook up with CCS
creative center.
- III-A-2 Please discuss internships in your program. How many students participate in
XIII-A-1 internships? Please elaborate on the reservations expressed in your recommendations.
- IV-A-1 The lowest score in the student survey appears to be related to the availability of the
program advisor. Please give us your insight with respect to this rating.
- IX-B-1 What is the rationale for the very prescriptive nature for the courses students must take
in general education to complete your program?
- X-1 Please elaborate on your relationship with visual design program.

NOTE:

The two advertising faculty members of this committee chose to respond to the committee's questions independently. This path was chosen in an effort to allow the committee access to our individual views and avoid a homogenization of those views.

- 3 The service provided is that of a QUALITY advertising education couched in a business environment. We are serving not only our students but the advertising industry/marketing industry as well.
- 5 Our students are UNIQUELY skilled primarily in the media, account management, and research areas of advertising. Furthermore, they possess string business skills to reinforce and intensify these primary skill sets.
- 5 The business and marketing core are key elements of the skills alluded to above as are ALL of the major courses in our Advertising Program.
- 5 See attached.
- 8 Service is provided primarily to the PGM, PTM, and MIM curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering.. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum.
- 10 For an institution of our size, the advertising library holding are well above average. Our library goes out of its way to provide our students with up-to-date material and our general business holdings are exceptional. Professors in the program make regular contributions to further enhance our collections.
- 12 Both advertising faculty are tenured. Paul Jackson has completed all doctoral coursework and Tom Mehl holds a Master's degree.
- 12 Promotion/Merit: Tom Mehl received a merit increase in 2002-2003.
Publications: Neither
Meetings: Jackson regularly attends an AdCrafters (Detroit Ad Club) sponsored career conference in Detroit. Mehl and Jackson have both attended the Midwest Advertising Educators Association meeting on at least two occasions.
Sabbaticals: None

Attachments to “5”

The following exemplary assignments (assignments for ADVG 222, ADVG 334, and ADVG 485 [2]) illustrate not only the types of skills, abilities, and knowledge our curriculum tries to instill and elicit but they also reflect the quality of instruction and instructional materials our program provides.

Our objective in everything that we do is to equip our students (at whatever level – introductory through capstone) to be the very best that they can be, to secure entry level jobs that will lead to satisfying and rewarding careers, and to make meaningful contributions to the advertising industry. These assignments illustrate that commitment!

ADVERTISING

advg 222: principles of advertising

MEDIA/CREATIVE ASSIGNMENT

Budgetary Assignment

The budgetary portion of this assignment will consist of your dividing the advertising appropriation (see the attached information sheet) among your markets, chronologically, or along whatever lines you deem appropriate.

Note, however, that - since the entire appropriation is to be expended for advertising media and for advertising media only - you will also want to divide this appropriation along media lines in addition to any other lines you decide upon.

You will also want to justify why you made the decisions which you did.

Media Assignment

The media portion of this assignment will consist of your developing a media plan for the assigned "client" and their "product(s)."

The actual media assignment, then, is to:

- (1) develop a media platform (a la the class example) as a guide for the actual media program itself;
- (2) develop a media plan (i.e., the media, the media classes, the vehicles, the space/time units, the planned use of each [i.e., a schedule of your planned utilization of your media choices throughout the year-long campaign period], and the total costs) to coincide with the creative portions of the campaign, the media platform which you have developed, and the various media guidelines discussed both in class and in the text; and
- (3) briefly justify each of your decisions.

Creative Assignment

The creative portion of this assignment will consist of your developing a creative program for the assigned "client" and their "product(s)."

Specifically, your assignment is to:

- (1) develop a creative platform (a la the class example) as a guide for the actual creative program itself;
- (2) prepare two complete advertisements (i.e., art, headline, copy, etc.) and/or commercials (i.e., script, storyboard, etc.). Each of these advertisements and/or commercials should coincide with the media you have chosen, the creative platform which you have developed, and the various creative guidelines discussed both in class and in your text. Your presentation of your advertisement and/or commercials is to be limited to no larger than 8 ½" X 11"; and
- (3) briefly justify each of your decisions.

Welcome to the wonderful world of ADVERTISING!

MEDIA/CREATIVE ASSIGNMENT - Assignment Information Sheet

Product

The product for this semester's Media/Creative Assignment is the AutoSack brand automobile protective cover. This product, whose slogan is (most recently) "the fabric garage" and (originally) "the garage in a sack," is an all-weather, fabric protective cover for cars and trucks. The product is priced, depending upon size and style (i.e., car or truck) from \$39.95 to \$69.95.

Rationale

The rationale underlying this product's introduction and promotion is the fact that it is constructed of Instadri, a new "miracle" fabric that is breathable (i.e., no condensation will accumulate under it!), dries literally instantly, and offers year-around, all-weather protection for even the most delicate of automotive finishes. In addition, the AutoSack stores in its own self-contained "stuffelbag," a duffelbag-type container into which the AutoSack can be immediately stuffed upon removal.

Target

The target audience for this product is really two-pronged. First, it is made up of males, 18-49, who, while they may not be so-called car "buffs," are particularly interested in protecting their vehicles. Secondly, it is made up of apartment dwellers who reside in the northern tier of the United States. The rationale underlying the inclusion of this secondary audience lies in the fact that these people who live in apartments, for the most part, do not have garages and can therefore benefit significantly from the use of this product.

Appropriation

The client has appropriated \$800,000 for the purposes of this advertising campaign. This appropriation is to be used exclusively for advertising media purposes.

Campaign Period

The campaign period during which the advertising effort is to be in place is from January 1, 2004 to December 31, 2004.

ADVERTISING

adv 222: principles of advertising

MEDIA PLATFORM

Audience Definition

Specific definition of the audience(s) toward whom the advertising program is to be directed. Ideally, this identification should be in terms of demographic and other relevant criteria.

Objectives

Specific identification of message delivery/media efficiency levels being targeted by the media program. Areas of particular importance are:

- reach
- frequency
- continuity
- gross rating points/gross impressions
- cost efficiency
- etc.

Media Type

(At this point in some media platforms there is included an identification of the media types that are to be employed in the media program. When included, this statement generally identifies the primary [and, perhaps, the secondary] media types to be employed.

This statement is included when, in the judgment of the planner, reliance on specific media types is deemed to be of critical importance to the success of the media program. In most instances, this element will be deferred to tactical planning and not included in strategic planning.)

Weighting Requirements

Identification of any seasonal, geographic, or other factors that affect media weighting requirements.

Message Requirements

Identification/understanding of the peculiarities of message factors that will interact with/influence media use (e.g., space/time requirements, blank and white/color, visual/verbal, etc.)

Media Strategy Statement

A brief summary statement of the perceived character of the overall media program and of how this program should proceed over the course of the campaign period..

Creative Platform: (name of product)

■ Objectives

Objectives tell what the advertising should accomplish. Do you intend to use advertising to establish, change, or maintain a product personality? What will the advertising attempt to persuade the consumer about the efficacy of the product or service? In your own words, tell how your advertising should affect the way the target audience will perceive the product.

■ Target Audience

Define your consumers. You may talk in demographics—age, sex, income, etc.—but it may be more helpful to talk also in terms of psychographics. Who are these people? What are their lifestyles? What makes them good prospects for this product? Do they use similar products now? Try to roll everyone in this target audience into one person and describe that person's life as it relates to what you are selling.

■ Major Selling Idea

Tell why your audience should consider trying the product. State the major reason—the one you will employ again and again in all advertising for this brand. This may be the major benefit of using this brand. It may be a special or unique position you wish to create for the brand through advertising, or an unusual brand image. Essentially, your major selling idea is the definitive statement designed to convince the prospect that this brand is different from (better than) others. Tell why you decided on this idea as further justification for its choice.

■ Other Usable Benefits

List in A, B, C fashion every single benefit you may employ to advertise this product effectively. Speak always in terms of consumer BENEFITS. When you describe a selling point, or feature, of the product, complete the statement by telling what that will do for the consumer. Write complete thoughts by using complete sentences. You will find this to be of great help once you begin writing your ads and commercials.

*YOU MAY WANT TO STOP HERE AND TAKE A BREAK
TO COLLECT YOUR THOUGHTS BEFORE WRITING
YOUR STRATEGY STATEMENT.*

■ Creative Strategy

In a brief essay, explain the selling situation and tell how the advertising for the brand will be employed to convince the target audience to select this brand over others, or as a replacement for another type of product or service. Get inside the heads of your targets and write a convincing statement that explains the effect your advertising will have on them. Talk about their problems with respect to the product, and tell how advertising will help them find the answers to those problems. Show how advertising will convince them that they're better off with your product than without it. Hypothesize; speak in emotional terms. Let yourself go, and flesh out this product story with a solid strategy that tells how the objectives you established will be achieved to convince the target audience to believe in the major selling idea and the other usable benefits.

Creative Platform: Maxi-Wipes

Objectives Advertising for the brand will be designed to establish Maxi-Wipes as a totally new way to clean household surfaces. The target audience will be persuaded that this product offers a more modern and efficient way of completing an unpleasant task than other cleaning methods do.

Target Audience This campaign will be designed to reach women who are not fanatical about cleaning house but feel responsible for keeping their homes clean. They are most likely seeking an easier way to clean, one that will give them more time to do the things they enjoy. They are married, eighteen to forty-nine, with children. Women who clean more thoroughly would probably perceive the product as an unacceptable shortcut, so we will not attempt to position the brand as a total replacement for traditional cleaning products used by these women.

Key Consumer Benefit Maxi-Wipes is a new way to clean that eliminates bottles, sprays, dirty rags, and sponges. It is faster and easier than present methods because there is no preparation before and no cleanup after. It is a modern way to clean.

Other Usable Benefits

1. The pop-up dispenser stores the product and makes usage convenient.
2. The product not only cleans but deodorizes and disinfects as well. No need to purchase additional products to gain these additional benefits.
3. You will not have to keep messy cleaning rags around.
4. You will not have to hunt for sponges either.
5. The product stays moist and fresh inside the specially designed box.
6. Because you don't have to buy as many cleaning products, Maxi-Wipes can save you money.

7. You can keep the attractive dispenser on your countertop, so you never have to hunt for something to clean with.
8. Maxi-Wipes are pleasantly scented so as not to make your home and kitchen smell chemical or medicinal.
9. You can soak a stubborn stain by placing a moist Maxi-Wipes over the stain. Later, just wipe stain away.
10. The product is biodegradable and will not pollute streams.
11. No risk of spilling cleaning liquids.
12. No messy buckets or mops.
13. No pumping spray guns needed as on liquid cleaners.
14. Less waste because each towelette contains just enough cleaning solution. Maxi-Wipes does the measuring for you.

Creative Strategy Women in this category appreciate the pleasures of living in a clean home but often do not enjoy the work and effort involved. They are busy, active individuals who feel they have more important things to do with their time. They cannot afford a maid, so they are stuck with doing the cleaning themselves. The product will be introduced to them as an easier way to clean house in less time.

Emphasis will be placed on a simple procedure: pull a treated cloth out of the dispenser and wipe grease, grime, odors, and germs away in one swipe. The prospect will be urged to use the product throughout the house—in bathrooms, kitchens, on all painted surfaces, and on vinyl countertops. The prospect will also be urged to throw away cleaning liquids, disinfectants, deodorizers, rags, sponges and to trade them all in for this new and effective cleaning product. We will leave her with the impression that cleaning with this product is what a modern, intelligent woman would choose. Each ad and commercial will stress ease of cleaning, variety of applications, and use of the product as a contemporary, sensible way to clean.

MEDIA

VEHICLE: _____

SCORE: _____ / _____

NAME: _____

DATE: _____

THE BUY . . .

You may assume that a contract is in effect and that the entire buy will be prepaid.

For both WJON and WWJO . . .

. . . calculate the total cost of the following time buy:

25 spots per week (ten 30-second spots [one per day (M – F) during a.m. drive time and one per day (M – F) during p.m. drive time], ten 30-second spots [two per day (M – F) during evening time], and five 30-second spots [one per day (M – F) during late night]) for thirteen consecutive weeks. If available, all rates are from Grid Level III.

KXSS-FM

1990
WAITE PARK
COUNTY: Stearns

Location ID: 4 RLST MN Mid 056815-000
Box: 5119, St. Cloud, MN 56302. Phone 812-253-1400.

WHMH (FM)

1975
SAUK RAPIDS
COUNTY: Benton

Location ID: 4 RLST MN Mid 033055-000
Tri-County Broadcasting Co.
Box: 366, 666 Golden Spike Fld., Sauk Rapids, MN
56379. Phone 812-252-6200.

2. REPRESENTATIVES

Broadcast Representatives, Inc.

WJON

1950
ST. CLOUD
COUNTY: Stearns



Location ID: 4 RLST MN Mid 011437-000
WJON Broadcasting Co., Inc.
Box: 220, 644 S.E. Lincoln Ave., St. Cloud, MN 56302.
Phone 612-251-4422. FAX: 612-251-1855.

FORMAT DESCRIPTION

WJON: Programmed for adults 25+. NEWS: 5-person staff; 4 mobile units; at :30 & :30 plus 4 major newscasts daily. FARM: 1 person; 5:28, 6:50 am & 12:22 pm plus features & news throughout day. FEATURES: Larry King Show; community involvement—1 hr listener phone-in daily; 1 hr guest interview daily station editorials & listener comments daily. SPORTS: St. Cloud State U. football & basketball & high school; MN Twins baseball; MN Timberwolves Basketball; 1 hr sports talk Sat AM, 3 persons, mobile unit. Rec'd 11/21/89.

1. PERSONNEL

Pres—Andy Hilger
Natl Sales Mgr—Kathy Merchant
Oper Mgr—Steve Stewart

2A. NETWORK/GROUP AFFILIATION

Member: Minnesota News Network

3. FACILITIES

1,000 w.; 1240 khz. Non-directional.
Operating schedule: 24 hours daily. CST.
Primary signal coverage: St. Cloud.

4. AGENCY COMMISSION

15%; additional 10% prepaid.

5. GENERAL ADVERTISING REGULATIONS

General: 1, 2, 3, 4, 5, 8.
Rate Protection: 10a, 12a, 12h, 15.
Cancellation: 20a, 21a, 23.
FM facilities: WWJO (FM).

TIME RATES

Received July 9, 1992.
AAAA—5-10 am, 10 am-3 pm, 3-7 pm.
AAA—5 am-midnight, 7 pm-midnight.
AA—Midnight-5 am.

6. SPOT ANNOUNCEMENTS

30 SECONDS		30 SECONDS	
AAAA	AAA AA	AAAA	AAA AA
I	60 47 35 V	34	27 19
II	52 41 31 VI	29	24 16
III	45 35 28 VII	26	20 14
IV	39 31 22		

1 min rates: Divide applicable 30 sec rate by .6.
Guaranteed times for specified or fixed position ads within a day part require an additional charge of 3.00 per ad.

1 min rates: Divide applicable 30 sec rate by .6.
Guaranteed times for specified or fixed position ads within a day part require an additional charge of 3.00 per ad.

1 min		30 sec	
25 H	50 H	100 H	200 H
AAAA	38.50	35.80	33.65 21.50 19.95 18.80
AAA	28.00	25.80	23.80 15.60 14.35 13.30
PER YR:	1 min	30 sec	
AAAA	65x	125x	250x 125x 250x 500x
AAA	41.20	38.50	35.80 22.95 21.50 19.95
AAA	30.50	28.00	25.80 17.00 15.60 14.35

WWJO (FM)/WJON COMBINATION (30 SECONDS)

AAAA AAA AA		AAAA AAA AA	
I	108 80 52 V	50	45 29
II	83 69 45 VI	52	39 26
III	80 60 39 VII	45	33 22
IV	69 52 34		

WVAL

1983
SAUK RAPIDS
COUNTY: Benton



Location ID: 4 RLST MN Mid 011441-000
Tri-County Broadcasting Co.
Box: 366, 666 Golden Spike Rd., Sauk Rapids, MN
56379. Phone 812-252-6200.

2. REPRESENTATIVES

Broadcast Representatives, Inc.

WWJO (FM)

1970
ST. CLOUD
COUNTY: Stearns



Location ID: 4 RLST MN Mid 011438-000
WJON Broadcasting Co.
Box: 220, 644 S.E. Lincoln Ave., St. Cloud, MN 56302.
Phone 612-251-4422. FAX: 612-251-1855.

FORMAT DESCRIPTION

WWJO (FM): MUSIC: Contemporary country. NEWS: Local/reg'l hrly; 10-min at 6, 7, & 8 am; 5-min all other hrs; news dr. & staff of 4. FARM: 10-min markets/egg news at 5:55, 8:20, 8:50, 9:55, 11:55 am, 12:20, 2:05, 3:20 & 5:55 pm. Market reports for grain, livestock & area leader pig markets at other times; farm dr. SPORTS: area high school & St. Johns U. football & basketball; sports dr. Rec'd 11/28/89.

1. PERSONNEL

Pres—Andy Hilger
Natl Sales Mgr—Kathy Merchant
Oper Mgr—Steve Stewart

2A. NETWORK/GROUP AFFILIATION

Member: Minnesota News Network

3. FACILITIES

ERP 100,000 w.; 98.1 mhz. Stereo.
Antenna ht.: 1,000 ft. above average terrain.
Operating schedule: 24 hours daily. CST.
Primary signal coverage: Central MN.

4. AGENCY COMMISSION

15%.

5. GENERAL ADVERTISING REGULATIONS

General: 1, 2, 3, 4, 5, 8.
Rate Protection: 10a, 12a, 12h, 15.
Cancellation: 20a, 21a, 23.
AM facilities: WJON.

TIME RATES

Received July 9, 1992.
AAAA—5-10 am, 10 am-3 pm, 3-7 pm.
AAA—5 am-midnight, 7 pm-midnight.
AA—Midnight-5 am.

6. SPOT ANNOUNCEMENTS

30 SECONDS		30 SECONDS	
AAAA	AAA AA	AAAA	AAA AA
I	78 56 35 V	42	31 19
II	67 48 31 VI	36	26 16
III	58 41 26 VII	32	22 14
IV	49 35 22		

1 min rates: Divide applicable 30 sec rate by .6.
Guaranteed times for specified or fixed position ads within a day part require an additional charge of 3.00 per ad.

1 min		30 sec	
25 H	50 H	100 H	200 H
AAAA	35.50	35.80	33.65 21.50 19.95 18.80
AAA	28.00	25.80	23.80 15.60 14.35 13.30
PER YR:	1 min	30 sec	
AAAA	65x	125x	250x 125x 250x 500x
AAA	41.20	38.50	35.80 22.95 21.50 19.95
AAA	30.50	28.00	25.80 17.00 15.60 14.35

WWJO (FM)/WJON COMBINATION (30 SECONDS)

AAAA AAA AA		AAAA AAA AA	
I	108 80 52 V	50	45 29
II	83 69 45 VI	52	39 26
III	80 60 39 VII	45	33 22
IV	68 52 34		

NON METROPOLITAN STATISTICAL AREAS

(Cities of License)

ADA

KRJB (FM)

1987
ADA

Location ID: 4 RLST MN Mid 039414-000
See SPDS Spot Radio Small Markets Edition.

AITKIN

KEZZ (FM)

1973
AITKIN

Location ID: 4 RLST MN Mid 011317-000
See SPDS Spot Radio Small Markets Edition.

KKIN

1982
AITKIN

Location ID: 4 RLST MN Mid 011316-000
See SPDS Spot Radio Small Markets Edition.

the
complete guide
to
conducting
a
comprehensive
retail promotion
situation analysis

paul wyatt jackson

general

when does your fiscal year begin?

what period(s) during the year constitute your "high(s)"? "low(s)"? why do you believe this is true?

what are your peak selling periods (seasons, months, weeks, days, even hours!)?

are any particular holidays especially important to your store?

does weather affect your store's traffic flow?

is pedestrian traffic important to your store?

do you believe your location is an asset? liability?

what services do you offer your customers (gift wrapping, delivery, etc.)?

does your store engage in mail-order sales? Internet sales?

do you have any company-owned vehicles? if so, are they identified?

do you belong to any trade associations? if so, which ones?

do you subscribe to any trade publications? if so, which ones?

do you regularly attend any trade shows? if so, which ones?

what are your goals for your business?

in the last five years, has your business grown, stayed about the same size, gotten smaller?

where do you want your business to be in five years? ten years?

what are your projected gross sales for your next planning year?

are you satisfied with your present level of profit?

do you have any particular marketing problems which you are aware of?

market

to what geographical market area do you target?

what geographical market area do you effectively reach? does this differ from the area that you target and, if so, why?

do you have sufficient resources to effectively service this area?

do you believe your geographical market area is appropriate? if so, why?

does your geographical market area have any natural boundaries or other types of physical boundaries which might define or limit your market area (e.g., lakes, rivers, mountain ranges, expressways, railroad tracks, etc.)?

what are the characteristics of your market (population, number of households, average income, etc.)?

how many prospects are there in your geographical market?

what sales potential exists in your market area for your type of business?

what is your "share of market"? based on what?

SUPPORTIVE MATERIALS:

map of your geographical market
relevant statistical data

consumers/prospects/customers

who do you consider your target market to be? what are their characteristics (demographics, psychographics, etc.)?

why do you believe this is your target market?

do you believe your target market is appropriate?

can your target market be divided into any particular segments?

what kind(s) of people do you believe your best potential customers are?

who are your present customers? what are their characteristics?

how, if at all, do your present customers differ from your target market? your potential customers?

why do you believe your present customers are your present customers?

how frequently do your customers visit your business?

do your customers typically make a purchase each time they visit?

what is your average sale per customer? per visit?

how do your customers typically pay (cash, check, debit card, credit card, house charge)?

do you maintain an up-to-date customer list? if not, why not?

competition

what/who do you consider your competition to be? of these, who do you consider your prime competitor to be? why?

where (relative to your location) are your competitors located? your prime competitor?

how large (relative to your business) are your competitors? your prime competitor?

in comparison to your store, what advantages (if any) do you believe your competitors have (price, location, selection, quality, image, etc.)? your prime competitor?

what percentage of the total market do you believe your competitors have? based on what?

do you believe you have accurately/realistically assessed your competition?

what is the nature of your competitors' promotion activities (how often do they promote, how actively do they promote, etc.)?

what is the nature of your competitors' advertising activities (amount spent, media used, type of creativity [include actual advertisements if available], etc.)?

SUPPORTIVE MATERIALS:

map(s) of locations of the store's competition relative to the store's location
examples of competitive promotion/advertising activity

history

how long have you been in business?

how long have you been at your present location?

is there anything unique or unusual about your store's history (owners, location, building, etc.)?

store

how large (physically) is your store?

where is your store located (central business district, suburban shopping area, suburban independent location, remote independent location, etc.)?

is your store free-standing, part of some kind of "strip" structure, within another store?

do you have sufficient parking? is it public (on-street or parking lot) or private? if it is public, how far is it from your store? if it is private, is it exclusively yours or is it shared? is it paved?

do you have accessible customer loading facilities?

do you own your own store? lease? rent?

when was your store last decorated/redecorated?

do you attempt to maintain any particular theme in your store's decor (e.g., country, Victorian, etc.)? if so, is there any particular reason underlying its use?

does your store have any physical features that distinguish it from your competitors' stores? if so, what are they?

is your store illuminated at night?

if your store is free-standing, are your store's grounds landscaped? is all of the property on which it is situated being used?

are you satisfied with your store (size, layout, appearance, location, etc.)?

SUPPORTIVE MATERIALS:

floor plan of the store
photographs of the store's interior and exterior
site plan, if free-standing

merchandise

NOTE: If you are a "service" retailer, interpret the word "merchandise" to mean "service" and, when and if necessary, adjust any of the questions asked to the nature of your particular retailing situation.

what type(s) of merchandise do you sell?

which type(s) of merchandise that you sell generate the greatest amount/percentage of sales (volume and/or dollars)? customer traffic?

do you have any particular line(s) or item(s) of merchandise that have a better turnover than others? if so, which one(s)?

do you have any particularly slow-moving item(s)? if so, which one(s)?

do you have any merchandise that distinguishes your store from your competitors? if so, what?

do you specialize in any particular type(s) of merchandise? if so, what?

is your merchandise divided into any specific price lines? if so, what are they? do any of them tend to be more successful than others?

do you plan to add any new merchandise lines? delete any?

what brand(s) do you carry? feature?

do any of the brands you carry/vendors you use offer cooperative advertising monies and/or other types of promotional support/assistance?

from whom/where/how do you get your merchandise?

what kind/type of buying plan (if any) do you use?

do you use "loss leaders"?

promotional activities

NOTE: The issues being raised in this section are treating promotional activities (promotion and advertising) in a combined sense. Both promotion and advertising will be treated independently later.

how much have you expended for promotional activities in each of the past five years?

how much do you anticipate spending for promotional activities during your next planning year?

what percentage of gross sales do you expend for promotional activities?

how do you determine your appropriation for promotional activities?

how do you allocate your appropriation for promotional activities?

have you ever received/do you now receive any promotional assistance from any of your vendors? if so, what types of assistance, from which vendors, and in what amounts?

do you attempt to tie your promotional activities in with your vendors' promotional activities? if not, why not?

how far in advance do you plan your promotional activities?

have you ever or do you now use a "campaign" approach to your promotional activity? if not, why not? if so, how well did/does it work?

what types of promotional activities have you undertaken in the past?

when does your promotional year begin?

during what periods do you promote most heavily? least heavily?

how do you determine what to promote?

do you promote certain lines, brands, or items of merchandise in preference to others? if so, why?

how do you introduce new items?

do you promote "close-out" items? if so, how?

do you promote "loss leaders"? if so, how?

do you promote customer service(s)? if so, how?

do you attempt to portray any particular store image? if so, what is that image?

do you have any specific theme or slogan?

do you have a logotype? if so, is it used consistently in your promotional activities?

does your store have a web site? if so, do you use it promotionally?

do you have any policies that affect your promotional activities?

promotion

NOTE: The issues being raised in this section are addressing only the area of promotion and, then, only in the general sense of the word "promotion."

how much have you expended for promotion only in each of the past five years?

how much do you anticipate spending for promotion only during your next planning year?

what percentage of gross sales do you expend for promotion only?

what types of promotion have you used in the past?

what types of promotion are you using now?

have you found any of the type(s) of promotion you have used in the past or are using now to be particularly effective? if so, which one(s) and why do you believe they were effective?

have you found promotion, generally, or any individual type(s) of promotion to be particularly effective against any specific segment(s) of your target market?

is(are) there any type(s) of promotion you have wanted to use but have not? if not, why not?

on average, how many promotions do you have per year?

how far in advance do you plan your promotions?

do you have any particular promotion problems which you are aware of?

public relations

how important is public relations to your store?

who do you believe your "publics" are?

what types of public relations activities have you engaged in in the past? do you presently engage in?

what types of public relations tools/techniques have you used in the past? do you presently use?

have you ever used publicity?

do you have any particular public relations problems which you are aware of?

do you have a separate public relations appropriation?

sales promotion

NOTE: "Sales promotion" should be construed as being inclusive of any activities, techniques, and/or tools (other than other promotional tools) which are used for the express purpose of enhancing patronage of the store and sale of merchandise.

how important is sales promotion to your store?

does your store stage sales events? if so, how often? what kind?

what other types of sales promotion activities, techniques, and/or tools have you ever used or do you now use (open houses, price deals, coupons, etc.)?

have you found any particular form(s) of sales promotion to be more effective than others? if so, which one(s)? why?

do you tailor your use of sales promotion to specific audiences? if so, which form(s) to which audience(s)?

do you have any particular sales promotion problems which you are aware of?

do you have a separate sales promotion appropriation?

personal (retail) selling

how important is personal selling to your store?

how many "salespeople" do you employ? full-time? part-time?

how many employees does your store have? full-time? part-time?

what degree of selling skill, knowledge of merchandise, knowledge of store, etc. do you expect your salespeople/employees to possess/acquire/develop?

do you expect new "salespeople" to already possess selling skills when they come to your store? if not, how are they expected to acquire/develop these skills?

how are your "salespeople" expected to familiarize themselves with your merchandise?

are your salespeople/employees given any special training? if so, what kind(s)?

do you have sales/employee meetings? if so, how often?

is suggestion selling/accessorizing emphasized? if not, why not?

do you set sales quotas for your salespeople? if so, what type(s)?

are your salespeople paid a salary, commission, or both?

do you offer your salespeople/employees any types of merchandise discounts?

do you impose any dress codes on your salespeople/employees?

have you ever used "spiffs," incentives, sales contests, etc.?

do you receive/use any vendor-provided sales assistance of any kind? if so, what kind(s)?

do you have any particular personal selling problems which you are aware of?

do you have a separate appropriation for personal selling?

sensory merchandising

NOTE: "Sensory merchandising" should be interpreted as involving all of the five senses: sight, hearing, touch, taste, and smell and should be construed as being inclusive of (1) the total exterior environment of the store, (2) store window(s), (3) the total interior environment of the store, and (4) traditional interior display.

how important is sensory merchandising to your store?

do you coordinate sensory merchandising with other types of promotion? if so, how?

is the exterior environment of your store (facade, grounds, etc.) used promotionally? if so, in what ways?

how is your store externally identified?

does your store have any windows which are/could be used for display purposes? if so, how many? what is its/are their size(s)? is it/are they presently used for display purposes?

is the interior environment of your store (design elements, decor, etc.) used promotionally? if so, in what ways?

what types of display material (window and interior) do you have available?

do you use vendor-provided display material? if so, to what degree? if not, why not?

who prepares your displays? how often are they changed?

how is your display signage prepared?

do you use a standardized format for your display signage? if so, what is it?

how far in advance do you plan your sensory merchandising?

do you have any particular sensory merchandising problems which you are aware of?

do you have a separate sensory merchandising appropriation?

SUPPORTIVE MATERIALS:

photographs of the store's interior and exterior (including grounds etc., if appropriate)
examples of any appropriate sensory merchandising materials

packaging

NOTE: The type of packaging being referred to in this section is that packaging which the store provides to its customers ("post packaging") as contrasted to that packaging which manufacturers use to contain and display their products.

how important is packaging to your store?

what types of packaging do you use (bags, boxes, etc.)?

is your packaging "stock" or custom designed?

is your store identified on your packaging? if so, how (imprint, labels, etc.)?

aside from identification, is anything else included on your packaging (recipes, coupons, sports schedules, etc.)?

do you use any vendor-provided packaging? if so, is your store identified on it?

do you have any particular packaging problems which you are aware of?

do you have a separate packaging appropriation?

SUPPORTIVE MATERIALS:

examples of any of the store's packaging materials

advertising

how much have you expended for advertising only for each of the past five years?

how much do you anticipate spending for advertising only during your next planning year?

what percentage of gross sales do you expend for advertising only?

in what media/vehicles do you advertise?

what percentage of your total media appropriation do you allocate to each of the media/vehicles you use?

do you have a separate appropriation for creative expenditures? if so, how much?

what do you generally advertise?

where, geographically, do you generally advertise?

when do you generally advertise?

is price featured in your advertising?

do you regularly include your store's location, telephone number, hours of operation, etc. in your advertising?

do you use direct mail advertising?

who physically prepares your advertising?

do you regularly use any vendor-provided advertising materials?

do you use "mat" services, "clip" services, etc.?

do you attempt to tie your advertising in with your vendor's advertising? promotional activities? if not, why not?

do you use vertical cooperative advertising? if not, why not?

have you ever used horizontal cooperative advertising?

how far in advance do you plan your advertising?

do you have any particular advertising problems which you are aware of?

SUPPORTIVE MATERIALS:

examples of your store's advertising

media

which media/vehicles are available in/on which to advertise?

what are their rates?

what are their characteristics/features?

what services (beyond the provision of advertising space or time) do they offer?

which (if any) of the media/vehicles are co-op"able"?

which of the media/vehicles that are available do you have the capability to use effectively?

which of the media/vehicles that are available are most compatible with your needs?

SUPPORTIVE MATERIALS:

rate cards/specific rate data from all of the available vehicles

effectiveness

how important is measuring the effectiveness of promotional activities to your store?

do you measure the effectiveness of your promotional activities? if so, how? how often?

do you attempt to distinguish between behavioral results (sales, traffic, etc.) and communications results (attention, comprehension, etc.)?

in general, do you believe you are getting "your money's worth" out of your promotional activities? if so, why? if not, why not?

organization

who within your store is responsible for promotional activities? is this a full- or part-time responsibility?

who physically prepares the promotion materials? advertising materials?

have you ever engaged or do you now engage the services of an advertising agency, freelancer(s), etc. to assist you with your promotional activities? if so, when, who, what was/is the extent of their involvement, and was/is the relationship successful?

how extensively, if at all, do you rely on the services of advertising vehicles in the preparation of your promotional materials?

ADVERTISING

advg 485: retail promotion

Term Project

Introduction

The term project for this course will consist of your: (1) selecting a retail "client" for your project, (2) examining (i.e., researching) - in reasonably comprehensive fashion - your "client's" overall promotional situation, (3) drawing conclusions based on your findings, (4) on the basis of your conclusions, developing an overall promotional program for your "client," and (5) formally presenting your promotional program.

Project

The actual project itself will be divided into four parts:

Part I: Client Selection and Identification

Client Selection

Your initial step will entail selecting your "client." The "client" you select must adhere to the following criteria/guidelines:

must be a conventional "storefront" retailer selling to the ultimate consumer

They may be any type of retail organization, i.e., large or small, merchandise or service oriented, self-service or full-service, etc., but they must be a retailer in the traditional sense.

They must be open to the general public (with no restrictions!).

must be able and willing to actively and freely engage in promotional activity

must be an independent retailer, i.e., not part of a chain or franchise organization (even if independently owned)

Small independent chains (no more than six stores), if wholly-owned, may be allowed with prior approval of the instructor.

If your "client" is part of a larger entity, e.g., a pro shop within a golf or tennis facility, you are required to have the entire facility as your "client."

must be within a 100-mile radius of Big Rapids

However, your "client" may not be a Big Rapids retailer!

Client Identification (15 Points)

Basic Information (6 Points)

name of business
type of business
location (provide the complete mailing address)
telephone number
name of owner or manager
name of your contact (indicate best time[s] to contact)

Description of Business (8 Points)

describe the overall basic character of the business, give the reader a sense of what the business is all about - the "flavor" of the business

Professional Presentation*** (1 Point)

Part II: Research (120 Points)

- General Background Research (48 Points)
 - general information (8 Points)
 - market information (8 Points)
 - consumer information (8 Points)
 - competitive information (8 Points)
 - history information (2 Points)
 - store information (6 Points)
 - merchandise information (8 Points)
- Promotion and Advertising Research (56 Points)
 - promotion/advertising* (8 Points)
 - promotion* (8 Points)
 - public relations (4 Points)
 - sales promotion (4 Points)
 - personal selling (4 Points)
 - sensory (visual) merchandising (4 Points)
 - packaging (4 Points)
 - advertising (8 Points)
 - media (6 Points)
 - effectiveness (4 Points)
 - organization (2 Points)
- Supporting Materials (8 Points)
 - whenever/wherever possible your research should be supported/supplemented by supportive material (e.g., photographs, maps, charts, graphs, advertisements, etc.) as deemed relevant
- Professional Presentation*** (8 Points)

*See the prefatory notes in the appropriate section of the research guide.

Part III: Conclusions (45 Points)

The purpose of this section is to give specific direction/guidance as to the proposed plan which you will develop in the next part of this project.

- Identification of Problems and/or Opportunities (30 Points)
 - what salient problems and/or opportunities have come to light during the course of and as a result of your research?
- Correspondence with Research (9 Points)
 - do the problems and/or opportunities which you have identified reflect what your research has revealed?
- Focus (3 Points)
 - has your discussion of problems and/or opportunities concentrated on conclusions without digressing into nonrelevant areas (e.g., recommendations)?
- Professional Presentation*** (3 Points)

Part IV: Proposed Promotion/Advertising Plan (180 Points)

- Overall Promotional Objectives and Strategy (10 Points)
 - objectives (6 Points)
 - a general statement of *what* you intend for your *overall* promotional program (both promotion and advertising) to accomplish appropriate (4 Points)
 - are the objectives truly *promotional* and are they realistically attainable?
 - specific (2 Points)
 - are the objectives sufficiently specific to provide direction for the strategy?

strategy (4 Points)

a general statement of *how* this is to be accomplished (i.e., your plan)

responsive to objectives (2 Points)

does the strategy respond to the direction provided in the objectives?

specific (2 Points)

is the strategy sufficiently specific to provide direction for the tactics?

Promotion Plan** (60 Points)

NOTE: The "Promotion Plan" is to address the non-advertising areas of the retail promotional mix, i.e., public relations, sales promotion, personal selling, sensory merchandising, and packaging.

objectives and strategy (6 Points)

objectives (4 Points)

a specific statement of *what* it is you intend for your proposed promotion plan to accomplish

do these objectives confine themselves to the area of promotion and are they responsive to the overall objectives?

strategy (2 Points)

a specific statement of *how* you intend to go about accomplishing the objectives you have identified

does this strategy confine itself to the area of promotion and is it responsive to the overall strategy?

tactics (48 Points)

a specific and complete plan of all of the promotion activities (including those residual/pre-existing activities which you propose to carry over into your plan) which you recommend be undertaken during the next planning year together with a *detailed* description of each of the individual activities including their associated costs and their timing.

proposed activities (20 Points)

are the proposed tactics realistic, innovative, etc., are they realistically used relative to the "client's" situation, and are they thoroughly explained?

coverage (10 Points)

have *all* of the areas of promotion been addressed?

scheduling (6 Points)

has the issue of scheduling been addressed and is the scheduling realistic?

costs (6 Points)

are the costs of each of the tactics discussed and are the explanations sufficiently detailed?

synergism (6 Points)

are the tactics being used synergistically?

NOTE: Each of the promotion activities discussed above should be reflected in the promotional calendar.

correspondence with objectives and strategy (6 Points)

do the tactics which you recommend accomplish the objectives and carry out the strategy which you have established?

Advertising Plan** (60 Points)

objectives and strategy (6 Points)

objectives (4 Points)

a specific statement of *what* it is you intend for your proposed advertising plan to accomplish

do these objectives confine themselves to the area of advertising and are they responsive to the overall objectives?

strategy (2 Points)

a specific statement of *how* you intend to go about accomplishing the objectives you have identified
does this strategy confine itself to the area of advertising and is it responsive to the overall strategy?

tactics (48 Points)

a specific and complete plan of the advertising activities which you recommend be undertaken during the next planning year. This plan should include both media and creative components and a *detailed* description of each of the individual activities including the media to be used, the amount to be spent in each medium, the schedule, exemplary advertisements/commercials, etc.

media (24 Points)

are the media choices realistic, are they being used appropriately, and are costs discussed?.

creative (18 Points)

is the creative concept consistent with the character of the "client's" store, is the concept consistently used, and have actual exemplary advertisements been presented?

tie-in to promotion (6 Points)

do the advertisements reflect the appropriate promotional activity (if appropriate)?

correspondence with objectives and strategy (6 Points)

do the tactics which you recommend accomplish the objectives and carry out the strategy which you have established?

****The plans presented in these sections are to be complete, detailed, specific, and *actionable* (i.e., your "client" should be able to take your plans and implement them - should they so elect - intact). In the "tactics" component of your plans, each of the activities recommended should be treated individually and should be fully developed in the sense that it would be possible to readily implement them.**

Appropriation and Budget (10 Points)

appropriation (4 Points)

a statement of the total promotional appropriation together with a clear indication of how it was arrived at

budget (6 Points)

a detailed statement of the budget broken down by promotion and advertising expenditures including promotional allowances and/or cooperative advertising monies

Calendar (6 Points)

a *graphic and narrative* calendar of the next planning year showing the timing of *all* promotional activities

Evaluation (8 Points)

recommended means by which to assess the effectiveness of the recommended promotion and advertising activities

General Recommendations (4 Points)

any supplementary *non-promotional* recommendations which you believe will enhance the promotional environment

Correspondence with Conclusions (10 Points)

does the *overall* plan which you have proposed correspond with the conclusions which you drew in Part III?

Professional Presentation*** (12 Points)

*****It is expected that each of the four parts of the project individually and the project as a whole will be professionally prepared and presented. Specifically, this expectation requires that the grading copy of your project (the copy which you will be submitting to the instructor as Parts I, II, III, and IV are due) is to be presented in a *ring binder* with each part separated by *tabbed page dividers*. All examples and/or supportive materials are to be included as appendices *with* the specific part of the project to which they apply.**

As each section is presented, all previous sections (which you have in your possession at that time) are to accompany it (i.e., when Part III is submitted, Parts I and II are to be submitted as well).

Presentation

The presentation portion of this project will involve your *formally* presenting the outcome of your project to your instructor and your peers and, potentially, your "client" and/or other groups' "clients," other faculty, and/or administrators. The actual presentations themselves will take place during the last five or six days of the regular term at a time other than during the regular class time. The specific time and place of these presentations will be announced during the first week of the term in order to allow for any schedule adjustments which these presentations may necessitate.

Your presentation of the program you propose will, necessarily, involve three concerns: (1) a brief discussion of your "client's" situation, (2) a statement of the primary conclusions which led to the development of your program, and (3) a description of the program which you propose. For the purpose of a framework around which to structure your presentation, you should view it in terms of its being a presentation to your "client" or your "client's" management (which it may well be). More specifically, you should approach your presentation as if its purpose were to "sell" your "client" on your program.. i.e., to convince them of the validity of your premise and to win their approval/acceptance of your program.

Presentational points will be awarded on the following bases:

Presentation (90 Points)
Background (10 Points)
Conclusions (15 Points)
Program (40 Points)
content (35 Points)
program description (30 Points)
visual support (5 Points)
sales orientation (5 Points)
Presentation (25 Points)
execution (20 Points)
presentational skills (10 Points)
use of visuals (5 Points)
professionalism (5 Points)
sales orientation (5 Points)

At the time of your presentation, one additional file copy of your project is to be submitted to the instructor at the conclusion of your presentation.

NOTE: Failure to submit a "file copy" of your project at the conclusion of your presentation will result in a 15 point deduction from your overall presentation grade!

Inasmuch as these are formal presentations, attendance at the presentations is absolutely mandatory. Failure to attend will result in an automatic loss of the 90 presentational points!

Grading

Each of the four parts of the actual project itself together with the presentation portion of the project will comprise the percentage indicated below of the final project grade:

Part I:	3.3%
Part II:	26.6%
Part III:	10.0%
Part IV:	40.0%
Presentation:	20.0%

and will be awarded points based on the values indicated as part of the project description and as per the attached sample grading sheets for Parts I, II, III, IV, and the Presentation.

Sample Grading Sheets

The following pages are samples of the grading sheets that will be used to evaluate and grade each of the parts of your term project.

As you develop your project, refer to these sheets to assure that you have addressed each of the areas which will be evaluated. Also, take note of the number of points assigned to each area. These point values will provide you with some indication of the relative importance/value of each of the areas to which they are assigned.

You will also note, however, that some areas (“Professional Presentation” [all parts], “Correspondence with Research” and “Focus” [Part III], and various “Correspondence” areas [Part IV]) do not require any specific narrative treatment by you. Rather, they are identified simply to indicate that these are issues that will be evaluatively addressed by the instructor.

ADVERTISING

retail promotion term project

Group: _____

Client: _____

Part I: Client Identification (15 Points)

Basic Information (6 Points)

Name of business (1 Point) _____

Type of Business (1 Point) _____

Location (1 Point) _____

Telephone number (1 Point) _____

Name of Owner or Manager (1 Point) _____

Name of Contact (1 Point) _____

Description of Business (8 Points)

Professional Presentation (1 Point)

ADVERTISING

retail promotion term project

Group: _____

Client: _____

Part II: Research (120 Points)

General Background Research (48 Points)

General Information (8 Points) _____

Market Information (8 Points) _____

 geographic information (4 Points) _____

 statistical information (4 Points) _____

Consumer Information (8 Points) _____

Competitive Information (8 Points) _____

History Information (2 Points) _____

Store Information (6 Points) _____

Merchandise Information (8 Points) _____

Promotion and Advertising Research (56 Points)

Promotion/Advertising (8 Points) _____

Promotion (8 Points) _____

Public Relations (4 Points) _____

Sales Promotion (4 Points) _____

Personal Selling (4 Points) _____

Sensory Merchandising (4 Points) _____

Packaging (4 Points) _____

Advertising (8 Points) _____

Media (6 Points) _____

Effectiveness (4 Points) _____

Organization (2 Points) _____

Supporting Materials (8 Points) _____

Professional Presentation (8 Points) _____

ADVERTISING

retail promotion term project

Group: _____

Client: _____

Part III: Conclusions (45 Points) _____

Identification of Problems and/or Opportunities (30 Points) _____

Correspondence with Research (9 Points) _____

Focus (3 Points) _____

Professional Presentation (3 Points) _____

ADVERTISING

retail promotion term project

Group: _____

Client: _____

Part IV: Proposed Promotion/Advertising Plan (180 Points)

Overall Promotional Objectives and Strategy (10 Points)

Objectives (6 Points)

Appropriate (4 Points)

Specific (2 Points)

Strategy (4 Points)

Responsive to Objectives (2 Points)

Specific (2 Points)

Promotion Plan (60 Points)

Objectives and Strategy (6 Points)

Objectives (4 Points)

Strategy (2 Points)

Tactics (48 Points)

Proposed Activities (20 Points)

Concepts (12 Points)

Application of Concepts
(8 Points)

Coverage (10 Points)

Public Relations (2 Points)

Sales Promotion (2 Points)

Personal Selling (2 Points)

Sensory Merchandising
(2 Points)

Packaging (2 Points)

Scheduling (6 Points)

Costs (6 Points)

Explanation (4 Points)

Detail (2 Points)

Synergism (6 Points)

Correspondence with Objectives and Strategy
(6 Points)

Promotion (4 Points)

Overall (2 Points)

Advertising Plan (60 Points)

Objectives and Strategy (6 Points) _____

Objectives (4 Points) _____

Strategy (2 Points) _____

Tactics (48 Points)

Media (24 Points)

Use of Media (14 Points) _____

Yellow Pages (2 Points) _____

Direct (2 Points) _____

Costs (6 Points) _____

Creative (18 Points)

Creative Concept _____

(10 Points)

Advertisements (8 Points) _____

Tie-in to Promotion (6 Points) _____

Correspondence with Objectives and Strategy (6 Points) _____

Advertising (4 Points) _____

Overall (2 Points) _____

Appropriation and Budget (10 Points)

Appropriation (4 Points) _____

Rationale (2 Points) _____

Amount (2 Points) _____

Budget (6 Points) _____

Calendar (6 Points)

Narrative Explanation (4 Points) _____

Graphic Depiction (2 Points) _____

Evaluation (8 Points)

General Recommendations (4 Points) _____

Correspondence with Conclusions (10 Points) _____

Professional Presentation (12 Points) _____

Section 8

Evaluation of Facilities and Equipment

The Public Relations program has no unique facilities or equipment except one-half of a faculty office with one desk, three file cabinets, a bookshelf and a computer. All classrooms and computer facilities are shared with other College of Business programs.

To a very limited extent, through public relations students enrolled in VISC 118, public relations shares use of the MAC lab (COB room 110) in the College of Business with Visual Design and Advertising students. The significant problems and deficiencies in this MAC based faculty highlighted in the 1997 APR have been largely resolved. Public Relations students rated the quality of the current MAC lab at 4.0 (good) compared to the 2.34 rating the old lab had back in 1997. In addition, a new PC version of the PageMaker software has provided an alternative capability for many students.

The Faculty survey showed that they are lukewarm to the quality of the facilities and equipment the College of Business provides for the Public Relations program. They rated this at 3.71 (4 is agree and 3 is neutral). When asked if the materials and supplies COB provides to its Public Relations major will be sufficient to permit optimum growth the faculty were neutral (3.00). This rating undoubtedly reflects the Faculty's judgment that the Administration is not committed (rated 2.75 with 3 being neutral) to the Public Relations major sufficiently to permit optimum growth of the program.

When current students were asked to rate the facilities and equipment they provided the following results. Again 5 is excellent, 4 is good and 3 is average.

Quality of classroom facilities used for public relations courses	3.9
Quality of College of Business MAC lab facility	4.0
Quality of College of Business classrooms in general	3.7
Quality of FSU's facilities overall	3.8

For a period of a few months about two years ago, the student members of Public Relations Student Society of America shared a portion of an office in Rankin for use as they attempted to develop a student run public relations agency that planned and implemented public relations programs for campus organizations. Because of the lack of proximity of this office for most of the upper level public relations students who seldom frequent Rankin, it was not used effectively and PRSSA relinquished rights to the office at the end of the semester. Since then, PRSSA has continued to develop their student agency but the lack of a convenient meeting, work and project storage area has been a distinct and recurring handicap.

Section 9

Curriculum Review

As part of the 1997 Academic Program Review and its follow up, several changes were made in Public Relations major courses and these are summarized below.

New courses

PREL 101, Contemporary Public Relations
PREL 220, Public Relations Writing
PREL 401, Public Relations Seminar I
PREL 402, Public Relations Seminar II

Revised courses

PREL 341, Public Relations Tools and Techniques
PREL 342, Public Relations Tactics and Strategies

Revised course numbers, titles

PREL 240, Public Relations Principles
PREL 491, Public Relations Internship

The existing PREL 440 Public Relations Cases and PREL 455 Public Relations Campaigns courses remained unchanged.

In addition, several revisions were made to required and recommended General Education and Business courses to meet changing knowledge and skills identified in the job market and to improve the overall quality of the curriculum based on survey comments from graduates, employers, advisory committee members, etc. These changes received final approval in December 1999 and were implemented in the fall semester 2000. A few months later, the College of Business revised its Business Core which is comprised of ten three-hour courses required of all College of Business graduates. These changes were incorporated into the Public Relations major in the Fall of 2001.

A full check sheet of the current Public Relations curriculum and a semester-by-semester recommended course sequence check sheet are carried at the end of this section.

In addition, the two-year Public Relations Transfer program was revised in 2000 to reflect the course changes discussed for the four-year curriculum. It was also approved in December 1999 and implemented in the Fall of 2000. A further revision was made in 2001 with the changes in the College of Business Core. A copy of the current check list for that program is included at the end of this section along with a semester-by-semester course check sheet.

The Public Relations Certificate courses were revised with the development and introduction of the new PREL 220, Public Relations Writing, course and this was approved in April 2000 and implemented immediately. A copy of that Certificate course requirement is also carried at the end of this section.

A significant level of interest has been expressed by Business and Liberal Arts students in completing the Public Relations Certificate, however, low enrollments in the PREL 220 course which is only required of students pursuing the Certificate, has forced the administration to cancel the course in recent semesters. Thus actual completion of the Certificate is low despite the fact that a number of students have completed the PREL 240, 341 and 342 courses, three of the four courses required.

Public Relations Major Courses

Since the 1997 Academic Program Review was completed, each graduating class of Public Relations students has completed the same basic student questionnaire used for this Program Review. Because each student rates each course taken at Ferris State and makes a judgment as to how well it prepares him/her for a career in Public Relations, this annual survey provides an ongoing and regular evaluation of the Public Relations curriculum.

Shown below are the responses of all current Public Relations students who were asked to rate each course required in the Public Relations major based on its effectiveness in developing the student's professional skills. This produced the ratings shown below with 5 being excellent, 3 average, 1 poor. The courses have been arranged in order, top to bottom based on ratings.

	<u>Rating</u>
Public Relations Campaigns (PREL 455)	5.0
Public Relations Seminar I (PREL 401)	4.9
Public Relations Internship (PREL 491)	4.9
Public Relations Writing (PREL 220)	4.8
Public Relations Principles (PREL 240)	4.7
Public Relations Cases (PREL 440)	4.5
Public Relations Tools and Techniques (PREL 341)	4.5
Public Relations Seminar II (PREL 402)	4.4
Contemporary Public Relations (PREL 101 or 190)	4.2
Public Relations Strategies and Tactics (PREL 342)	4.1
Marketing Research (MKTG 425)	3.7
Reporting (JRNL 122)	3.6
Writing for Mass Media (JRNL 121)	3.5

The only noteworthy variations from the course ratings done by graduating seniors in recent years are small declines in the ratings for the PREL 101, 341, 342 and 402 courses. The drop in PREL 101 ratings occurred only this year and may be due to the imbedding of the FSUS 100 course content into the PREL 101 syllabus for the first time last fall. In fact, one student's comment ["Eliminate the 'Into to FSU' (FSUS Seminar) class from the program... sleep, money, alcohol/drugs, health/well being, studying & time management. I along with many others think its a waste of time and money"] may strike the heart of the issue causing this decline in ratings for PREL 101.

The declines in PREL 341 and 342 ratings have occurred over the past two years and this may be due to the hiring of adjunct teachers to teach these courses for the first time since the mid-1990s. The small decline in PREL 402 ratings in 2002 is likely a reflection of the difficult job market for graduating seniors this year and the fact that one of the course's objectives is to help the student land his/her first job.

The Course Descriptions for the ten public relations courses are as follows.

Contemporary Public Relations PREL 101 1 hour
A survey of the public relations profession including history, academic preparation, required skills and knowledge, employment opportunities and career progression. Assesses the student's personal interests, characteristics and abilities to pursue and succeed in a public relations career. Offered Fall semester

Public Relations Writing PREL 220 4 hours
An in-depth overview of written communications skills and techniques required for professional public relations practice. Emphasis on news, feature, editorial and publication writing and editing as applied to tactical programs. Offered Fall and Summer semesters, Prerequisite - B or better in ENGL 150 or consent of instructor

Public Relations Principles PREL 240 3 hours
Nature and function of public relations and how it is applied to build positive relationships for business, government, educational, sports, non-profit and other organizations. Explores the production and use of public relations brochures, news releases, newsletters, audiovisuals, the Internet, special events and other tools. Studies the effective application of these tools to strategic and tactical public relations programs. Offered Fall, Winter and Summer semesters, Prerequisite - ENGL 150

Public Relations Tools and Techniques PREL 341 3 hours
Survey of the development and production of public relations tools used by professionals to build and enhance relationships with an organization's key publics. Analysis of resources, rationale and techniques leading to the hands-on production of a variety of written, verbal and visual communications tools such as news releases, newsletters, fact sheets, audiovisual presentations, brochures, television interviews and institutional advertisements. Offered Fall and Winter semesters; Prerequisites - PREL 240, B or better in ENGL 150 and 250 and consent of instructor.

Public Relations Tactics and Strategies PREL 342 3 hours
Application of public relations tools and techniques to tactical programs designed to develop and strengthen positive relationships with an organization's publics. Strategic planning processes will be applied to employee, community, media, government, marketing, investor and other programs to achieve clearly-defined public relations objectives for a real client. Offered Fall and Winter Semesters, Prerequisites - PREL 341 and consent of instructor.

Public Relations Seminar I PREL 401 1 hour
Group discussions, activities and speakers designed to enable the student to prepare for entering the public relations profession. Seminar includes management, career planning, developing a personal marketing plan and other current topics. Offered Fall semester, Prerequisite - Senior standing

Public Relations Seminar II PREL 402 1 hour
Discussion, projects and guest speakers to prepare senior students to enter their professional public relations careers. Seminar involves management, professional practice, job search, interviewing, employee benefits, the job offer and other current topics. Offered Winter semester, Prerequisite - Senior standing

Public Relations Cases PREL 440 3 hours
Analyzing public relations problems, policies and practices of various institutions and organizations in modern society through case studies. Specific additional emphasis in ethics and international public relations. Offered Fall and Winter semesters, Prerequisites - PREL 240, a grade of B or better in ENGL 150 and 250

Public Relations Campaigns PREL 455 3 hours
 For students whose planned, specialized career is public relations. Students research, plan, prepare and evaluate a public relations campaign for a public company, organization or institution. Offered Fall and Winter semesters, Prerequisites - PREL 341, 341 and 440

Public Relations Internship PREL 491 3 hours
 A semester-long internship program that integrates the student's academic study with on-site work experience in cooperating business, government, education or non-profit organizations. The internship is supervised by a public relations professional and is designed to enhance the student's coursework, personal development and professional preparation. Three credit hours normally requires 15 or more hours of work per week. Credit/no credit grading. Offered Fall, Winter and Summer semesters, Prerequisite - consent of instructor

Copies of the syllabi for each of these public relations courses are included in Appendix 4 to this report. Because some of these are long, the PREL 341 syllabus for example is 15 pages, they were not physically inserted into this section.

General Education Courses

The ratings for the General Education courses required in the Public Relations major or selected by the student to satisfy the specific Gen Ed requirements are shown below. Again 5 is excellent, 3 is average and 1 is poor. The order is based on highest to lowest rating. When a specific course was not required to meet a Gen Ed requirement, the student rated whatever course he/she selected to take so it is difficult to meaningfully interpret that rating and to identify it with a specific course offering. If the student had not yet taken the course, they were instructed to leave the answer sheet blank for that course.

	<u>Rating</u>
Fundamentals of Public Speaking (COMM 121)	4.2
English 2 (ENGL 250)	3.8
Advanced Business Writing (ENGL 325)	3.8
English 1 (ENGL 150)	3.7
Cultural Enrichment electives	3.7
Introduction to Sociology (SOCY 121)	3.6
Social Awareness elective	3.5
Introduction to Psychology (PSYC 150)	3.3
Intermediate Algebra (MATH 115)	3.0
Principles of Economics 1 (ECON 221)	2.9
Principles of Economics 2 (ECON 222)	2.7
Scientific Understanding (science) electives	2.6
Cultural Geography (GEOG 112)	2.2

Most noteworthy above is the very low rating for the GEOG 112 course which was added to the curriculum in 1999. Because of this timing, this is the first group of Public Relations students to rate this course. Its poor evaluation should be further analyzed to see if it merits change in the requirement.

Business Core Courses

All Public Relations students were asked to rate the effectiveness of each of the College of Business core courses and other required Business courses in helping him/her prepare for a public relations career. A rating of 5 is excellent, 3 is average and 1 is poor. The ratings of each course in the order of highest to lowest are shown below.

	<u>Rating</u>
Desktop Publishing (VISC 118)	4.3
Legal Environment of Business (BLAW 301)	3.9
Principles of Marketing (MKTG 321)	3.9
Marketing Policy (MKTG 499)	3.9
Principles of Advertising (ADVG 222)	3.9
Business Ethics/Social Responsibility (MGMT 447)	3.7
Applied Management (MGMT 301)	3.3
Introduction to Statistics (STQM 260)	3.2
Interdisciplinary Integrating Experience (BUSN 499)	2.8
Principles of Information Systems (ISYS 202)	2.8
Principles of Accounting 1 (ACCT 201)	2.8
Principles of Accounting 2 (ACCT 202)	2.7
Financial Management 1 (FINC 322)	2.6
Business Information Systems (ISYS 321)	2.6
Quality/Operations Management (MGMT 370)	2.5

The value of some of these courses may not be apparent to the students until they have worked in public relations after graduation or at least entered the later portion of their academic program here at Ferris State. However, seven, or fully half, of the courses in the Business Core rated below average.

The new MGMT 370 course, added to the Business Core in 2001, is rated as the second lowest (2.5 with 3 average) of all courses a Public Relation student takes during his/her four years at Ferris State. The MKTG 499 course was rated 4.9 by public relations students in 1997 compared to the 3.9 rating today and the 2.8 rating for the BUSN 499 course that replaces MKTG 499 in the revised Business Core. The other noteworthy rating is the one-half point drop in the quality of the Business Ethics and Social Responsibility course since the 1997 survey and the 2.6 rating for ISYS 321 that replaced ISYS 202 (rated 2.8) in the revised Core.

Public Relations Commission Report

The content and breadth of public relations curricula have been ongoing issues as traditional academic programs in journalism (the original source of many early public relations practitioners) and the narrowly-focused attitudes of academia were confronted by expanding and rapidly changing demands placed on the professionals working in public relations careers.

The initial formal effort to address the content of college public relations curricula occurred in 1975 when a seven-member commission of public relations professionals and educators released its "Design for Public Relations Education." This report made recommendations for both undergraduate and graduate education and was called a "milestone for the growing profession."

In 1983, a new Commission of Undergraduate Public Relations Education was established by the Public Relations Division of the Association for Education in Journalism and Mass Communications and the Public Relations Society of America. This 24 member group of professionals and educators undertook a three-year study and made its final report in 1987. One of the commission's co-chairs was Betsy Plank, a member of Ferris State's Public Relations Program Advisory Committee and a past national president of PRSA. This report provided the framework for development of Ferris State's Public Relations major in the College of Business.

A Public Relations Review article, "Does Public Relations Education Make the Grade?" reported on a survey of public relations practitioners and CEOs of public relations firms in 1992. The authors ask respondents to rate the specific skills that were important for an undergraduate public relations education. Writing was identified by an overwhelming number of practitioners as one of the top four skills with 98 percent rating it quite or very important.

Content of Undergraduate Public Relations Education

<u>Curriculum Content</u>	<u>Percent Rating Content Among Top 4 Topics</u>	<u>Percent Rating Content as Quite or Very Important</u>
Writing skills	86.0	98.0
Internships and work experience	34.5	89.5
Problem-solving skills	29.5	87.1
Media relations techniques	27.8	78.3
Presentation/speaking skills	25.7	82.7
People management skills	25.7	82.7
General liberal arts knowledge	19.9	67.6
Social trends, issue analysis	19.3	83.0
Research skills	16.7	74.5
Business and finance knowledge	15.8	57.5
Public relations case analysis	14.0	61.2
Applied ethics training	13.7	67.9
Media production skills	12.6	47.5
Campaign planning	12.6	65.1
Psychology of persuasion/motivation	10.8	70.1
General social science knowledge	9.4	53.5
Public opinion concepts/research	9.1	63.2
Psychology of perception	5.3	55.7
Audience analysis techniques	4.7	58.6
Leadership skills	3.5	58.4
International business trends	2.0	39.6

A new national Commission on Public Relations Education issued its report on "Public Relations Education for the 21st Century" in late 1999 in conjunction with the National Public Relations Society of America Convention. The Commission's purpose was to "determine curricular guidelines and recommendations that, if followed, will prepare public relations students of all ages and levels of ability for the professional challenges of the 21st century as public relations practitioners carry out their fundamental responsibility of building understanding, credibility and trust between organizations and their publics."

The Commission was composed of 47 educators and professional practitioners representing a consortium of eight allied communications organizations: Public Relations Society of America and its Educators Academy, Institute for Public Relations, Association for Education in Journalism and Mass Communications, Association for Women in Communications, International Association of Business Communicators, the International Communicators Association and the International Public Relations Association. A complete copy of the report, "A Port of Entry," is included in Appendix 4.

The Commission recommended that undergraduate public relations degree programs provide graduates with the following knowledge:

- communication and persuasion concepts and strategies
- communication and public relations theories:
- relationships and relationship building
- societal trends
- ethical issues
- legal requirements and issues
- marketing and finance
- public relations history
- uses of research and forecasting
- multicultural and global issues
- organizational change and development
- management concepts and theories

The necessary skills graduates should possess, according to the Commission, are:

- research methods and analysis
- management of information
- mastery of language in written and oral communication
- problem solving and negotiation
- management of communication
- strategic planning
- issues management
- audience segmentation
- informative and persuasive writing
- community relations, consumer relations, employee relations, other practice areas
- technological and visual literacy
- managing people, programs and resources
- sensitive interpersonal communication
- fluency in a foreign language
- ethical decision-making
- participation in the professional public relations community
- message production
- working with a current issues
- public speaking and presentation
- applying cross-cultural and cross-gender sensitivity

The Commission recommended that a minimum of five courses should be required in the major and that the coursework in public relations comprise 25 to 40 percent of all

credit hours, with at least half of these courses clearly identified as public relations courses. The remaining hours should include strong, traditional liberal arts and science coursework with 60 to 75 percent in business, liberal arts, social sciences and language courses. It also strongly encouraged a minor or double major in business, liberal arts or social sciences.

The "ideal" undergraduate curriculum include the following public relations courses:

- Introduction to Public Relations
- Public Relations Writing and Production
- Public Relations Planning and Management
- Case Studies in Public Relations
- Public Relations Campaigns
- Public Relations Research, Measurement and Evaluation
- Supervised Work Experience in Public Relations (Internship)
- Directed Electives

The following list matches Ferris State's Public Relations courses with those generically recommended by the Commission.

- Introduction to Public Relations (PREL 240)
- Public Relations Writing and Production (PREL 341)
- Public Relations Planning and Management (PREL 342)
- Case Studies in Public Relations (PREL 440)
- Public Relations Campaigns (PREL 455)
- Public Relations Research, Measurement and Evaluation (MKTG 425)
- Supervised Work Experience in Public Relations (Internship) (PREL 491)

The Commission further recommended that the directed electives include several disciplines such as: business management and marketing, marketing, accounting, finance, economics and consumer behavior. This matches nicely with the Business courses required in Ferris State's major. It is rewarding to see that Ferris State's current Public Relations major actually exceeds the standards the Commission sets for academic programs at the bachelor's degree level.

Later in its report the Commission added Public Relations Law and Ethics to their list of courses they include in the "ideal" undergraduate public relations degree.

Public Relations Faculty

One full-time faculty member, Ron Greenfield, is employed for the Public Relations program. He has taught nine of the Public Relations courses (all but the Internship, PREL491), acts a faculty advisor for all 69 Public Relations students and is advisor for the Public Relations Student Society of America-Ferris State Chapter.

Greenfield came to Ferris State in 1995 after nearly 30 years of professional experience in public relations, most recently as Vice President-Public Relations for a \$2 billion international energy corporation. He holds a master's in Journalism from the University

of Illinois, Urbana, and has been an Accredited Public Relations Professional since 1976. The vita included at the end of this section carries additional details.

Greenfield serves as coordinator for the Public Relations major and has served in that post since he arrived at Ferris State. In 2002-03, the College of Business began to pay its program coordinators \$500 per year for undertaking this additional responsibility. No release time is provided to the Public Relations Program coordinator.

Four College of Business program (Professional Golf Management, Professional Tennis Management, Visual Design and Web Media and Resort Management) have coordinators who are employed full-time year round with one-half release time for program administration. The Music Industry Management program coordinator also receives one-quarter release time from the College of Arts and Sciences. It is standard practice for Arts and Sciences program coordinators to receive at least one-quarter release time and the same is done in some FSU colleges.

The current Ferris State Public Relations students rated the present full-time faculty at 4.7 (5 is excellent) while the quality of adjuncts was rated 3.7. They rated the quality of the advising by public relations faculty at 4.6 and the helpfulness of the public relations advisor at 4.8.

The table below shows the recent course load (by semester) for the Public Relations Program Coordinator over the five-year period of this report and the 2002-03 academic year. This work load is of some concern since it violates the standards of the accrediting body for the College of Business.

<u>Academic Year</u>	<u>Sections Taught</u>	<u>Course Preps</u>
1997-98	4 and 4 = 8	4 and 4 = 8
1998-99	4 and 3 = 7	4 and 3 = 7
1999-20	6 and 4 = 10	6 and 4 = 10
2000-01	6 and 4 = 10	6 and 4 = 10*
2001-02	6 and 4 = 10	5 and 3 = 8
2002-03	7 and 5 = 12	5 and 3 = 8

* Includes the development of four new public relations courses (including three one-hour offerings) and substantial revisions to two other courses following approval of revisions/cleanup of the Public Relations major as proposed in the 1997 Academic Program Review.

For the past two years (2001-02 and 2002-03), three different adjuncts have been hired to teach public relations courses for the first time since the mid-1990s. This has included one section of PREL 341 in the fall semester and one section each of PREL 341 and PREL 342 for the winter semester both years. It was also anticipated that an adjunct would be required to teach PREL 220 in the Fall and Summer semesters but the classes were cancelled because of low enrollment.

It is very difficult to find qualified adjunct faculty in the Big Rapids area to teach the Public Relations overload courses. At the present time, the only Accredited Public Relations professional within an hours drive of Big Rapids is Ron Greenfield.

Key Conclusions

Based on the Commission of Public Relations Education's most recent report and the answers and comments received from the surveys administered for the APR and discussed earlier, it appears that some fine tuning of Ferris State's Public Relations curriculum is appropriate and should be further analyzed. These following changes should be considered:

1. Dropping the GEOG 112 requirement and replacing it with another Social Awareness Gen Ed course which will make a more meaningful contribution to student knowledge.
2. Inclusion of a specific History course in Cultural Awareness to provide better context for student in evaluating and applying various Public Relations tactics and strategies.
3. The curriculum content recommended by the Commission includes a course in Public Relations Writing and Production. Ferris State has been meeting this need with a combination of our two journalism courses and a portion of the PREL 341 course. Based on student comments on JRNL 122, low enrollments in PREL 220 despite a student rating of 4.8 and the need to add additional emphasis on face-to-face techniques to the PREL 341 course, an analysis should be done of revising the PREL 220 content to incorporate key parts of JRNL 122 and portions of PREL 341 and adding PREL 220 to the Public Relations curriculum.
4. The 1999 Commission also recommends for the first time the inclusion of a course in Public Relations Law and Ethics in the curriculum. In the past, FSU has been attempting to fulfill this need through a combination of BLAW 301, Legal Environment of Business, and MGMT 447, Business Ethics and Social Responsibility, courses. The substantial growth in recent months in the demands for emphasis on the legal and ethical knowledge and responsibilities for public relations professionals may be better met by developing a new course in Public Relations Law and Ethics and substituting it for the MGMT 447 course now in the curriculum. This approach should be analyzed in detail.
5. The Commission also specifies that a Public Relations Research course be included in the major. FSU currently fulfills this by including the MKTG 425, Marketing Research, course. This approach could be clarified and solidified if the Marketing Department set up one special section of MKTG 325 for Public Relations students and double listed it as PREL 425, Public Relations Research. Those students in PREL 425 could conduct a special public relations research project revolving around some aspect of corporate public relations instead of marketing research per se. The results of this research could then be released statewide and nationally to the benefit of public relations professionals and to add prestige to Ferris State and its Public Relations Program.

PUBLIC RELATIONS MAJOR FOUR-YEAR CURRICULUM REQUIREMENTS

General Education Requirements

Public Relations Major

PREL 101	Contemporary Public Relations	1
PREL 240	Public Relations Principles	3
PREL 341	Public Relations Tools and Techniques	3
PREL 342	Public Relations Tactics and Strategies	3
PREL 401	Public Relations Seminar I	1
PREL 402	Public Relations Seminar II	1
PREL 440	Public Relations Cases	3
PREL 455	Public Relations Campaigns	3
PREL 491	Public Relations Internship	3
JRNL 121	Writing for the Mass Media	3
JRNL 122	Reporting	3
MKTG 425	Marketing Research	3
		30 hours

Business College Core

ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 301	Legal Environment of Business	3
ENGL 325	Advanced Business Writing	3
FINC 322	Financial Management	3
ISYS 202	Principles of Information Systems	3
MGMT 301	Applied Management	3
MKTG 321	Principles of Marketing	3
MKTG 499	Marketing Policy	3
STQM 260	Introduction to Statistics	3
		30 hours

Communications Competence

Related Business Courses

ADVG 222	Principles of Advertising	3
MGMT 447	Business Ethics and Social Resp.	3
VISC 118	Desktop Publishing	3
		9 hours

General Education

COMM 121	Fundamentals of Public Speaking	3	Communications Competence
ECON 221	Principles of Economics 1	3	Social Awareness
ECON 222	Principles of Economics 2	3	Social Awareness
ENGL 150	English 1	3	Communications Competence
ENGL 250	English 2	3	Communications Competence
GEOG 112	Cultural Geography	3	Global Consciousness
MATH 115	Intermediate Algebra (or 24 ACT)	3	Quantitative Skills
PSYC 150	Introduction to Psychology	3	Race/Ethnicity/Gender
SOCY 121	Introduction to Sociology	3	Social Awareness

Electives

Scientific Understanding

Natural science course _____	3	Scientific Understanding
Natural science course with lab _____	4	Scientific Understanding

Social Awareness

One 300 level or higher course _____	3	Social Awareness
--------------------------------------	---	------------------

Cultural Enrichment

Two courses _____	3	Cultural Enrichment
_____	3	Cultural Enrichment
Plus one 200 level or higher course _____	3	Cultural Enrichment
	46 hours	

Additional Electives (Recommended electives on back of sheet, 9 total hours required, additional PREL 491 hours may be taken as electives.)

_____	_____	_____
_____	_____	_____
_____	_____	_____
		9 hours

124 Minimum hours for Public Relations Major, Bachelors in Business

Recommended Electives

Business

ADVG 324	Advertising Copy	3	
ADVG 334	Fundamentals of Media	2	
ADVG 375	Business-to-Business Advertising	3	
INTB 310	International Business System	3	Global Consciousness
MGMT 302	Organizational Behavior	3	
MKTG 322	Consumer Behavior	3	
MKTG 375	Marketing for Non-Profit Organizations	3	
MKTG 383	Direct Marketing	3	
MKTG 475	Product Marketing	3	
OSYS 209	Business Presentations	3	

Non-Business

Scientific Understanding

Natural Science courses must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.

Social Awareness (300+ level)

PLSC 311	Am. State and Local Government	3	Social Awareness
PSYC 325	Social Psychology	3	Social Awareness
SOCY 340	Minority Groups in America	3	Social Awareness

Cultural Enrichment

HIST 310	U.S. History Since 1945	3	Cultural Enrichment
HUMN 240	Popular Culture	3	Cultural Enrichment
LITR 311	American Literature 1	3	Cultural Enrichment
LITR 312	American Literature 2	3	Cultural Enrichment
LITR 323	Shakespeare	3	Cultural Enrichment
LITR 351	English Literature 1	3	Cultural Enrichment
LITR 352	English Literature 2	3	Cultural Enrichment

Foreign Languages:

_____	_____	_____	Cultural Enrichment
_____	_____	_____	Cultural Enrichment
_____	_____	_____	Cultural Enrichment

Additional

COMM 325	Speechwriting	3	Communications Competence
COMM 333	Theories of Persuasion	3	Communications Competence
COMM 410	Communications Theory	3	Communications Competence
ENGL 228	Feature and Opinion Writing	3	Communications Competence
ENGL 322	Creative Writing	3	Communications Competence
ENGL 323	Proposal Writing	3	Communications Competence
PHOT 201	Photojournalism	2	
PLSC 225	Government Processes & Procedures	3	Social Awareness
TVPR 225	Production Planning	3	

Students must attain a 2.50 GPA overall and a B or better in English 150 and 250 before entry into 300 level or higher Public Relations courses.

Required for graduation: A cumulative honor point average of 2.00 or better in 1) all course work taken, 2) all course work taken in the Public Relations major, and 3) all course work taken in the Business core.

Ferris State's General Education Course requirements must be met. For a B.S. degree this includes (See Current FSU Catalog and Class Schedule for complete details) :

Communications Competence	12 hours (ENGL, COMM-Speech, or WIC courses, one upper level writing)
Scientific Understanding	7 hours (Natural Sciences [see note] including one laboratory course)
Quantitative Skills	MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment	9 hours (3 courses, not more than 5 hours in music or theatre, 1 course 200 level or higher)
Social Awareness	9 hours (3 courses in at least 2 different areas, 1 Social Awareness foundation, one dealing with race/ethnicity and/or gender, and one at 300+ level)
Global Consciousness	1 course (May also fulfill Cultural Enrichment or Social Awareness.)

Note: Natural Science electives must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.

PUBLIC RELATIONS MAJOR, B.S. IN BUSINESS
College of Business
Ferris State University

FIRST YEAR

First Semester

PREL 101 - Contemporary Public Relations	1	_____
JRNL 121 - Writing for Mass Media	3	_____
ENGL 150 - English 1	3	_____
GEOG 112 - Cultural Geography	3	_____
SOCY 121 - Introduction to Sociology	3	_____
Natural Science Elective	3	_____
	16	

Second Semester

JRNL 122 - Reporting	3	_____
Natural Science Elective with lab	4	_____
MATH 115 or Elective (See Notes 2 & 3)	4-3	_____
COMM 121 - Fundamentals of Public Speaking	3	_____
PSYC 150 - Introduction to Psychology	3	_____
	17-16	

SECOND YEAR

First Semester

PREL 240 - Public Relations Principles [ENGL 150]	3	_____
ACCT 201 - Principles of Accounting 1 [MATH 110 w/ C- or better]	3	_____
ENGL 250 - English 2 [ENGL 150]	3	_____
VISC 118 - Desktop Publishing	3	_____
ECON 221 - Principles of Economics 1 [MATH 110]	3	_____
	15	

Second Semester

ADVG 222 - Principles of Advertising	3	_____
Cultural Enrichment Elective (See Notes)	3	_____
ACCT 202 - Principles of Accounting 2 [ACCT 201]	3	_____
STQM 260 - Introduction to Statistics [MATH 115]	3	_____
MKTG 321 - Principles of Marketing [ECON 221]	3	_____
	15	

THIRD YEAR

First Semester (See Note 4)

PREL 341 - Public Relations Tools and Techniques [*]	3	_____
MGMT 301 - Applied Management [Junior standing]	3	_____
ENGL 325 - Advanced Business Writing [ENGL 250]	3	_____
ECON 222 - Principles of Economics 2 [ECON 221]	3	_____
Elective (See Note 3)	3	_____
	15	

Second Semester

PREL 342 - Public Relations Tactics and Strategies [PREL 341]	3	_____
Cultural Enrichment Elective (200-400 level, See Note 3)	3	_____
FINC 322 - Financial Management 1 [MATH 115, ACCT 201]	3	_____
BLAW 301 - Legal Environment of Business	3	_____
MGMT 370 - Quality/Operations Management [STQM 260]	3	_____
	15	

Summer Semester

PREL 491 - Public Relations Internship	3	_____
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FOURTH YEAR

First Semester

PREL 401 - Public Relations Seminar I	1	_____
PREL 440 - Public Relations Cases [PREL 240]	3	_____
ISYS 321 - Business Information Systems [**]	3	_____
MKTG 425 - Marketing Research [STQM 260, MKTG 321]	3	_____
MGMT 447 - Business Ethics and Social Responsibility	3	_____
Cultural Enrichment Elective (See Note 3)	3	_____
	16	

Second Semester

PREL 402 - Public Relations Seminar II	1	_____
PREL 455 - Public Relations Campaigns [PREL 341, 342, 440]	3	_____
BUSN 499 - Interdisciplinary Integrating Experience [Sr. Status]	3	_____
Social Awareness Elective (300-400 level, See Note 3)	3	_____
Elective (See Note 3)	3	_____
	13	

Minimum Credit Hours For Graduation = 124/125

* Prerequisites - B or better in ENGL 150 and 250, PREL 240, and consent of instructor.

** Prerequisites - ACCT 202, MKTG 321, MGMT 301 and BLAW 301.

(See Notes on back 52 this sheet)

NOTES:

1. Prerequisites are shown in brackets [].
2. A Math ACT score of 24 or higher, MATH 115 proficiency or the MATH 115 (Intermediate Algebra) course is required for graduation. If MATH 115 is needed, it should be taken as a free elective during the freshman year.
3. Students must attain a 2.50 GPA overall and a B or better in English 150 and 250 before entry into any 300 level or higher Public Relations course.
4. Approximately eight elective courses are required beyond the specific courses prescribed on this semester schedule. Only one 3-hour internship (PREL 491) is required, however, it is highly recommended that additional internships be taken as electives. The following are suggested electives:

Business Electives

PREL 491	Public Relations Internship	3-6
ADVG 324	Advertising Copy	3
ADVG 334	Fundamentals of Media	2
ECOM 200	World of E-Commerce	3
ISYS 105	Introduction to Microsoft Software	3
INTB 310	International Business System	3
MKTG 322	Consumer Behavior	3
MKTG 383	Direct Marketing	3
OSYS 209	Business Presentations	3

Non-Business Electives

Scientific Understanding (Natural Science)

Electives must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.

Scientific Understanding

Social Awareness (300-400 level)

PLSC 311	American and Local Government	3
PSYC 325	Social Psychology	3
SOCY 340	Minority Groups in America	3

Social Awareness
Social Awareness
Social Awareness

Cultural Enrichment

Foreign Languages:

_____	_____	_____
_____	_____	_____
ENGL 322	Creative Writing	3
HIST 310	U.S. History Since 1945	3
HUMN 240	Popular Culture	3
LITR 311	American Literature 1	3
LITR 312	American Literature 2	3
LITR 323	Shakespeare	3
LITR 351	English Literature 1	3
LITR 352	English Literature 2	3

Cultural Enrichment
Cultural Enrichment

Additional Electives

COMM 325	Speechwriting	3
COMM 333	Theories of Persuasion	3
COMM 410	Communications Theory	3
JRNL 228	Feature and Opinion Writing	3
ENGL 323	Proposal Writing	3
PHOT 201	Photojournalism	2
PLSC 225	Government Processes & Procedures	3
TVPR 225	Production Planning	3

Communications Competence
Communications Competence
Communications Competence
Communications Competence
Communications Competence
Social Awareness

5. The requirements for graduation are a cumulative honor point average of 2.00 or better in: A) all course work taken, B) all course work taken in the Public Relations major, and 3) all course work taken in the business core.
6. A student who interrupts his studies and is absent from the University for one or more semesters, OR one who changes curriculum while pursuing a degree at Ferris, is subject to the following University policy: "STUDENTS WHO RETURN TO THE UNIVERSITY AFTER AN INTERRUPTED ENROLLMENT (NOT INCLUDING SUMMER SEMESTER) MUST NORMALLY MEET THE REQUIREMENTS OF THE CURRICULUM WHICH ARE IN FORCE AT THE TIME OF THEIR RETURN, NOT THE REQUIREMENTS WHICH WERE IN EFFECT WHEN THEY WERE ORIGINALLY ADMITTED."

PUBLIC RELATIONS MAJOR TWO-YEAR CURRICULUM REQUIREMENTS

General Education Requirements

Public Relations Major			
PREL 220	Public Relations Writing	4	
PREL 240	Public Relations Principles	3	
PREL 341	Public Relations Tools and Techniques	3	
PREL 342	Public Relations Tactics and Strategies	3	
PREL 401	Public Relations Seminar I	1	
PREL 402	Public Relations Seminar II	1	
PREL 440	Public Relations Cases	3	
PREL 455	Public Relations Campaigns	3	
PREL 491	Public Relations Internship	3	
MKTG 425	Marketing Research	3	
		27 hours	
Business College Core			
BLAW 301	Legal Environment of Business	3	
BUSN 499	Interdisciplinary Integrating Experience	3	
FINC 322	Financial Management	3	
ISYS 321	Business Information Systems	3	
MGMT 301	Applied Management	3	
MGMT 370	Quality/Operations Management	3	
MKTG 321	Principles of Marketing	3	
STQM 260	Introduction to Statistics	3	
		24 hours	
Related Business Courses			
ADVG 222	Principles of Advertising	3	
VISC 118	Desktop Publishing	3	
		6 hours	
General Education			
ENGL 325	Advanced Business Writing	3	Communications Competence
Choose one 300/400 level Social Awareness elective *		3	Social Awareness
		6 hours	

63 hours required for Bachelors Degree

*** The following courses are recommended: PLSC 341, PSYC 325 or SOCY 340. However, if the General Education Course Global Consciousness requirement has not already been met, this course must also fulfill that requirement and only PLSC 341 is recommended.**

Entrance Requirements

- Applicant must have an Associate degree from an accredited institution.
- If the following additional required courses (or their equivalent) have not been completed at the Associate level, they must be taken in addition to the required courses listed above.

ACCT 201	Principles of Accounting 1	3	
ACCT 202	Principles of Accounting 2	3	
PSYC 150	Introduction to Psychology	3	Social Awareness
SOCY 121	Introduction to Sociology	3	Social Awareness
ECON 221	Principles of Economics 1(Macro)	3	Social Awareness
ECON 222	Principles of Economics 2 (Micro)	3	Social Awareness

- Students must attain a 2.5 GPA overall and a B or better in English 150 and 250 before entry into any 300 level or higher Public Relations courses.

Graduation Requirements

- Ferris State's General Education Course requirements must be met either through the Associate degree or through courses at FSU. See Current FSU Catalog and Class Schedules for complete details.

Communications Competence 12 hours (ENGL, COMM-Speech, or WIC courses, one upper level writing)
Scientific Understanding 7 hours (Natural Sciences [see note] including one laboratory course)
Quantitative Skills MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment 9 hours (3 courses, not more than 5 hours in music or theatre, 1 course 200 level or higher)
Social Awareness 9 hours (3 courses in at least 2 different areas, 1 Social Awareness foundation, one dealing with race/ethnicity and/or gender, and one at

300+ level

Global Consciousness 1 course (May also fulfill Cultural Enrichment or Social Awareness.)

Note: Natural Science electives must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.

2. A cumulative honor point average of 2.0 or better in 1) all course work taken, 2) all course work taken in the Public Relations major, and 3) all course work taken in the Business core.
3. Students must replace required courses taken in the Associate degree with courses approved by an Academic Adviser.
4. Students who interrupt their studies and are absent from the University for one or more semesters, OR those who change curriculum while pursuing a degree at Ferris are subject to the following University policy: "Students who return to the University after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in force at the time of their return, not the requirements which were in effect when they were originally admitted."

2/01

**PUBLIC RELATIONS MAJOR, B.S. IN BUSINESS
TRANSFER PROGRAM
FERRIS STATE UNIVERSITY**

THIRD YEAR

FOURTH YEAR

First Semester

Cr.Hr.

First Semester

Cr.Hr.

PREL 220 - Public Relations Writing	4	_____
PREL 240 - Principles of Public Relations	3	_____
PREL 341 - Public Relations Tools and Techniques*	3	_____
VISC 118 - Desktop Publishing	3	_____
STQM 260 - Introduction to Statistics [MATH 115]	3	_____
	16	_____

PREL 401 - Public Relations Seminar I	1	_____
PREL 440 - Public Relations Cases [PREL 240]	3	_____
MGMT 370 - Quality/Operations Management	3	_____
MKTG 425 - Marketing Research [MKTG 321, STQM 260]	3	_____
BLAW 301 - Legal Environment of Business	3	_____
ISYS 321 - Business Information Systems	3	_____
	16	_____

Second Semester

Second Semester

PREL 342 - Public Relations Tactics [PREL 341]	3	_____
ENGL 325 - Advanced Business Comm. [ENGL 250]	3	_____
ADVG 222 - Principles of Advertising	3	_____
MGMT 301 - Applied Management	3	_____
MKTG 321 - Principles of Marketing [ECON 221]	3	_____
	15	_____

PREL 402 - Public Relations Seminar II	1	_____
PREL 455 - Public Relations Campaigns [PREL 342, 440]	3	_____
BUSN 499 - Interdisciplinary Integrating Exp. [Last Sem. Sr.]	3	_____
FINC 322 - Financial Management [MATH 115, ACCT 202]	3	_____
300/400 Level Social Awareness Elective **	3	_____
	13	_____

Summer

PREL 491 - Public Relations Internship [PREL 342]	3	_____
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Minimum credit hours required for graduation = 63

NOTES:

- * Prerequisites: A grade of "B" or better in ENGL 150 & 250, PREL 240, 2.5 GPA and permission of instructor.
- ** One of the following courses is recommended: PLSC 341, PSYC 325 or SOCY 340. If the General Education Global Consciousness requirement has not been met, this elective must meet that requirement and PLSC 341 is recommended.

Entrance Requirements

- A. The applicant must have an Associate degree from any accredited institution.
- B. If the following additional required courses (or their equivalent) have not been completed in the Associate's degree, they must be taken in addition to the required courses shown on this checklist:

ACCT 201	Principles of Accounting I	SOCY 121	Introduction to Sociology
ACCT 202	Principles of Accounting II	ECON 221	Principles of Economics I (Macro)
PSYC 150	Introduction to Psychology	ECON 222	Principles of Economics II (Micro)
- C. It is recommended that students who have not taken any journalism courses or the "additional required courses" shown in Item B above begin this transfer public relations curriculum in the summer before beginning the junior year by taking PREL 220, PREL 240 and (if needed) one "additional required course." Then, if necessary, take three "additional required courses" during the summer between the junior and senior years, deferring the PREL 491 Internship course until the summer after the senior year.
- D. Students must attain a 2.5 GPA overall and a B or better in English 150 and 250 before entry into any 300 level or higher Public Relations course.

Graduation Requirements

- A. Ferris State's General Education Course requirements must be met either through the Associate degree or through courses at FSU. See Current FSU Catalog and Class Schedules for details.

Communications Competence	12 hours (ENGL, COMM-Speech, or WIC courses, one upper level writing)
Scientific Understanding	7 hours (Natural Sciences [see note] including one laboratory course)
Quantitative Skills	MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment	9 hours (3 courses, not more than 5 hours in music or theatre, 1 course 200 level or higher)
Social Awareness	9 hours (3 courses in at least 2 different areas, 1 Social Awareness foundation, one dealing with race/ethnicity and/or gender, and one at 300+ level)
Global Consciousness	1 course (May also fulfill Cultural Enrichment or Social Awareness.)

Note: Natural Science electives must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.
- B. A cumulative honor point average of 2.0 or better in 1) All course work taken, 2) All course work taken in the Public Relations major, and 3) All course work taken in the Business core.
- C. Students must replace required courses taken in the Associate Degree with courses approved by an Academic Adviser.
- D. Students who interrupt their studies and are absent from the University for one or more semesters, OR those who change curriculum while pursuing a degree at Ferris are subject to the following University policy: "Students who return to the University after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in force at the time of their return, not the requirements which were in effect when they were originally admitted."

FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS, MARKETING DEPARTMENT

PUBLIC RELATIONS CERTIFICATE

The following courses are required for the Certificate:

- PREL 220 Public Relations Writing, 4 credit hours.**
(Prerequisite: B or better in ENGL 150, or consent of instructor)

- PREL 240 Public Relations Principles, 3 credit hours.**

- PREL 341 Public Relations Tools and Techniques, 3 credit hours.**
(Prerequisite: PREL 240, Grade of B or better in ENGL 150 & 250, and consent of instructor.)

- PREL 342 Public Relations Tactics and Strategies, 3 credit hours.**
(Prerequisite: PREL 341 and consent of instructor)

13 TOTAL CREDITS REQUIRED

For more information, please contact Professor Ronald Greenfield at (231) 591-2448 or the Marketing Department at (231) 591-2426.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION, AND INTERRUPTION OF STUDIES:
Students who return to the University after an interrupted enrollment must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

SIGNATURES

Student _____ **Date** _____

Advisor _____ **Date** _____

Mktg Dept Head _____ **Date** _____

C.O.B. Associate Dean _____ **Date** _____

VITA

A. Name: Ronald Howard Greenfield

Faculty Rank: Associate Professor

Tenure Status: Yes
August 2000

Teaching Experience: Eight years

Courses taught:: PREL101 - Contemporary Public Relations, PREL 220 - Public Relations Writing, PREL 240 or 340 - Public Relations Principles, PREL 341 - Public Relations Tools and Techniques, PREL 342 - Public Relations Strategies and Tactics, PREL 401 - Public Relations Seminar I, PREL 402 - Public Relations Seminar II, PREL 440 - Public Relations Cases, PREL 455 - Public Relations Campaigns, PREL 341 - Public Relations Methods-Print Production, PREL 342 - Public Relations Methods-Meeting Management, BUSN 122 - Introduction to Business, MKTG 321 - Principles of Marketing, FSUS 100 - Ferris State University Seminar.

B. Education Background

1971 M.S., University of Illinois, College of Communications
Major: Journalism (Radio and Television Production and Management)

1966 B.S., University of Illinois
Major: Agricultural Science (Agricultural Journalism)

C. Prior Experience not in Education

1989-1994 **Corporate Vice President**
Peabody Holding Company, Inc., St. Louis, Missouri

Planned and directed communications and advertising programs for the nation's largest coal producer and its 50 subsidiaries worldwide with 8,000 employees and annual revenues of \$2 billion. Also managed corporate headquarters employee relations, office services, purchasing and printing functions including up to 27 people and annual budgets of \$4.5 million.

- Directed management communications programs through intensive, two-year long proposed recapitalization and eventual takeover by British corporation.
- Developed long-range plan to decentralize public relations function and train operating executives to effectively fulfill regional/local public relations requirements.

- Managed news media and communications activities to position company as law-abiding, ethical victim during 3-year Federal investigation of coal industry corruption.
- Chaired committee to develop and present a 3-day, national, communications training workshop for public relations managers.
- Developed and produced marketing materials for substantial expansion of western operations.

1983-1989

Director - Public Affairs

Peabody Holding Company, Inc., St. Louis, Missouri

Developed and executed corporate-wide public relations and advertising programs for the parent company and its 40 subsidiaries with annual sales of \$1.7 billion. Directed a staff of eight and managed a budget of \$1.1 million.

- Launched award-winning, 28 - 36 page, quarterly magazine for employees.
- Wrote text and prepared audiovisuals for more than 50 CEO speeches and policy statements presented worldwide.
- Produced four issues of award-winning, 36-page annual report/corporate brochure to position the company for a public offering and provide a central information source.
- Planned and directed worldwide communication programs to counter negative impacts of 100-year-old Native American/federal government dispute.
- Developed highly targeted product and institutional advertising program to gain momentum for a new marketing strategy and to increase market share.
- Presented national workshop on developing comprehensive media relations programs.

1981-1983

Director - Public Affairs

Peabody Coal Company, St. Louis, Missouri

Planned and implemented communications programs for principal subsidiary of Peabody Holding Company, Inc. with 14,000 employees and annual revenues of \$1.1 billion.

- Conducted comprehensive communications audit to measure perceptions of and attitudes toward the corporation among its primary publics.
- Established professional public relations function by consolidating disparate communications activities, launching new programs and building a staff of three.
- Developed and implemented media relations program serving 750 local, regional and national newspaper, magazine, radio and television outlets.
- Planned and initiated corporate-wide, year-long 100th Anniversary celebration involving some 40 committees, production of 28-minute corporate film, etc.

1972-1981 Manager of Public Relations
Central Soya Company, Inc., Fort Wayne, Indiana

Planned and implemented public and investor relations programs for Fortune 150, NYSE listed, agribusiness and food processor with \$2.4 billion annual sales and 110 plants worldwide.

- Developed and implemented comprehensive investor communications programs which broadened stock ownership and generated support for new business strategies.
- Planned and directed national public relations programs involving volatile and violent, six-month labor strike.
- Implemented corporate-wide identification system using new logotype, stationery, etc.

1970-1972 Chief and Deputy Chief, Public Information Division
U.S. Air Force Academy, USAF Academy, Colorado

Developed and managed national news media relations programs for 4-year university educating 4,000 career Air Force officers, offering 28 majors and hosting 1 million visitors annually.

- Directed news media operations involving a major cadet honor code incident in 1971, frequent anti-war demonstrations, visit by the Vice President of the United States, etc.
- Supervised production of two weekly Mutual Radio Network programs utilizing the command orchestra to increase academy applications.

1968-1972 Chief, Internal Information Division
U.S. Air Force Academy, USAF Academy, Colorado

Designed and directed internal communications programs for 4-year college and major command level Air Force installation with 12,000 students, employees and dependents.

- Produced award-winning, weekly, 16-20 page newspaper.
- Established and produced daily, 30-minute, televised cable news program.

1966-1968 Editorial Assistant
University of Illinois, Champaign-Urbana, Illinois

Produced live television interviews; wrote, produced and edited film news features; wrote and produced weekly radio feature programs; and wrote and edited newspaper articles and magazine features on full-time and half-time basis while attending graduate school.

D. Professional Memberships

Current:

Public Relations Society of America - Accredited Professional
Public Relations Society of America- Educators Academy
Public Relations Society of America - West Michigan Chapter
International Association of Business Communicators

E. Professional Meetings Attended

National Conference, Public Relations Society of America, San Francisco, Calif. 2002
National Conference, Public Relations Society of America, Atlanta, Ga., 2001
National Conference, Public Relations Society of America, Chicago, Ill., 2000
National Conference, Public Relations Society of America, Anaheim, Calif., 1999
National Conference, Public Relations Society of America, Boston, Mass., 1998
National Conference, Public Relations Society of America, Nashville, Tenn., 1997
National Conference, Public Relations Society of America, St. Louis, Mo., 1996
Michigan State Conference, Public Relations Society of America, Detroit, Mich., 1996
AMC/NCA Communications Conference, Denver, Colo., 1994
National Conference, Public Relations Society of America, Orlando, Fla., 1993
National Conference, Public Relations Society of America, Phoenix, Ariz., 1991
Mining Industry Communications Workshop, Washington, D.C., 1989
National Conference, Public Relations Society of America, Dallas, Texas, 1989
Mining Industry Communications Workshop, Atlanta, Ga., 1988
National Conference, Public Relations Society of America, Cincinnati, Ohio, 1988
Joint Mining Industry Communications Workshop, Denver, Colo., 1987
National Conference, Public Relations Society of America, Los Angeles, Calif., 1987
National Conference, Public Relations Society of America, Washington, D.C., 1986
AMC Communications Workshop, San Francisco, Calif., 1985
NCA Crisis Communications Workshop, Pittsburgh, Pa., 1985
National Conference, Public Relations Society of America, Detroit, Mich., 1985
National Conference, Public Relations Society of America, Denver, Colo., 1984
National Conference, Public Relations Society of America, New York, N.Y., 1983

National Conference, Public Relations Society of America, San Francisco, Calif., 1982
National Conference, Public Relations Society of America, Chicago, Ill., 1981

F. Consulting

As part of the professional development program for the West Michigan Chapter, Public Relations Society of America, I was asked to teach public relations principles and history to practitioners who have at least five years experience and were preparing for the six-hour written and oral professional accreditation examination offered and administered by the Public Relations Society of America. The chapter's accreditation preparation program received a national professional development award from the Public Relations Society of America.

G. Professional Growth Activities

As a member of the Educators Academy of the Public Relations Society of America, I participated in their national workshops and seminars on the following:

- Educating for the New World (2002)
- Teaching in a World of Technological Change (2002)
- Ongoing Research in Public Relations (2002)
- Crucial Career Milestones- Academic Advancement from Graduate School Through the Transition to Senior Scholar (2002)
- Crisis Across the Board (2002)
- The Learning Organization: Adapting to a Changing Marketplace (2001)
- Public Relations Role in Helping Organizations Learn (2001)
- Who's Paying Attention to Philanthropy for Public Relations Education (2001)
- Preparing Future Professionals to Meet the Challenges for a Changing Marketplace (2001)
- Ready for Lift Off: Starting and Maintaining a Student-Run Firm
- How to Build a Better (PRSSA) Chapter
- PRSSA Advisors Workshop
- Teaching Teachers to Teach
- The Future of Public Relations
- Scholar-to-Scholar Research Studies
- Using "Wag the Dog" as a Teaching Tool
- A Cross Cultural Study of the World Wide Web and Public Relations
- Job Shadows for Public Relations Undergraduates
- Ready for Liftoff: Starting and Maintaining a Student Run Firm
- PRSSA Advisor's Workshop
- Teaching Future Practitioners to Make Ethical Decisions in the 21st Century
- Student run Public Relations firms
- CEPR Certification Workshop
- Advising the Bateman Competition

I attend the National Conference of the Public Relations Society of America each October/November and participate in professional development sessions/workshops on a variety of professional development topics. I have participated in sessions on:

- Corporate Leadership and Accountability (2002)
- Creating an Effective Online Press Room for your Organization (2002)
- Integrating New Technologies into Your Crisis Planning (2002)
- IR 101 - Investor Relations for the Public Relations Professional (2002)
- Creating You Own Company News Outlet (2002)
- How to Motivate Employees by Using Internal Communications Strategies (2002)
- Reshaping the Brand - An Integrated Approach (2002)
- Understanding the Basics of Strategic Planning in Public Relations (2002)
- When You're Changing Culture, You're Changing Too (2002)
- Beyond Terror: Crisis Communications Now (2002)
- The Right Way to Use e-Communications to Build Relationships (2001)
- Litigation Journalism: What You Don't Know CAN Hurt You (2001)
- Getting the Traffic to Your Web Site (2001)
- The Diversity Challenge: Helping our Organizations Adapt to a Whole New World (2001)
- It's Still the Economy: How Global Economic Forces Will Impact Public Relations (2001)
- Bending the Thumbs of Industry Influencers: Building Advocacy and Third-Party Credibility in a Competitive Business Environment (2001)
- Interactive Web Events: Moving to the Next Level of e-Public Relations (2001)
- Leveraging Internet Communications: When and How to Implement Everything from Webcasts to Cyber Media Tours (2001)
- The Importance of Truth
- Public Relations Research-Focus Groups
- Social Trust in the New Global Economy
- Corn Stalks and Spider Webs: How the Internet and World Wide Web are Having an Impact on Communication
- Building Credibility through Using Best Practices in Cause-Related Marketing
- Total Relationship Marketing: Communicating Truth Requires Consistency
- Public Relations Measurement
- Integrating New Media into Public Relations Programs
- Why the Truth is Hard to Find
- "Recovering Reputations"
- Communicating on the Information Highways and Byways
- The Legacy of Edward Bernays: Make News, Not News Releases

- The Importance of Internet Fiber in Your Diet
- Impact of Media and Communication Technology on U.S. Foreign Policy
- The REAL Facts of Life
- Birthing a \$26 Billion Baby
- A Launch Pad to Cyberspace: Introduction to On-line Services
- Turning Values into Value
- The Media in Cyberspace
- Common Ground & Value
- Really Doing It: Taking Face-to-Face Beyond Strategy to Reality
- Research Tools for Strategic Planning: Sociodrama and the Q Method
- Public Relations with an Attitude: Reinventing the Craft
- The Impact of the Internet on Consumer and Business: Behavior, Credibility and Consensus
- Electronic Publicity for Public Relations Conferencing and Radio Media Tours
- The Newest PR Discipline: Managing Legally Driven Issues
- Managing Knowledge with Communication Systems
- The Internet as a Tool in Your Total PR Program
- Theory, Strategies and Tactics in True Behavioral Public Relations
- Surveying Your Publics
- Satellite Media Tours: What Works, What Does Not and Why
- Research and Discovery: The Keys to Building a Targeted Audience
- Building Your Company's Good Name
- Organizational Innovation and Creativity
- Working Better and Smarter
- Reputation Management: Lessons to Take Back to Your Office
- The Internet as a Tool in Your Total Public Relations Program
- Surveying Your Publics
- Theory, Strategies and Tactics of True Behavioral Public Relations
- Satellite Media Tours: What Works? What Doesn't and Why?
- Research and Discovery: The Keys to Building a Targeted Audience
- Pitching the Media
- Effective Writing for the Internet
- Using Web-based Research
- Designing Interactive Web Sites
- Improving Public Relations Web Sites through Usability Research
- Managing the Corporate Brand
- This Business of Giving and Taking
- The Return of the Storytelling Age

Campus Professional Development Workshops and Seminars

- Hiring Process Training
- Instructional Strategies Workshop
- Student Advising Workshop

- Introduction of Microsoft Word
- Internet and the World Wide Web
- Introduction to Microsoft PowerPoint
- Introduction to Microsoft Access
- Introduction to Mail Merge
- Academic Assessment Workshop
- Accessing the Internet
- Attracting and Retaining Students - Relationship Marketing
- Grant Searching and Proposal Writing
- Marketing Research-Image Survey
- Lotus Notes
- Sexual Harassment

"Fundamental Strategies for Senior Public Relations Executives," New York University, New York, NY, 1982.

"Public Relations Institute," Northern Illinois University, Dekalb, IL, 1979.

Accredited, Public Relations Society of America, New York, NY, 1976.

"Financial Relations Strategies and Tactics," New York University, New York, NY, 1974.

H. Seminars, Training Programs, etc.

"News Media Interviews," Personalized Training Programs for Headquarters Senior Executives and Subsidiary Spokespersons, 1990-93.

"Communicating on Environmental Issues," Mining Communications Workshop, Washington, DC, 1989.

"Building Bridges to the Environmental Community," Panel Moderator, AMC/NCA Communications Workshop, Atlanta, GA, 1988.

"Balancing Needs - Coal and the Environment," AMC/NCA Communications Workshop, Denver, CO, 1987.

"Media Relations - Dealing with Inquiring Reporters," Communications Skills Workshop, Pittsburgh, PA, 1985.

"Crisis Planning and News Media Management," Superintendent's Training Program, 37 locations, 1984-85.

"Implementing the Corporate Identification System," Training Program for Senior Executives and Facility Managers, 1985.

"100th Anniversary Celebration," AMC Communications Seminar, Denver, CO, 1984.

"Corporate Logo and Identification System," Corporate Strategic Planning Conference, Key Largo, FL, 1984.

"Working with News Media," Special Training Program for Corporate Lawyers, Evansville, IN; Fairview Heights, IL; Flagstaff, AZ; Henderson, KY; and Denver, CO, 1982-83.

"Effective Public Speaking," Individualized Training Program for Senior Executives, St. Louis, MO, 1983.

I. Professional Presentations, Speeches, etc.

Guest lecturer, "Public Relations History and Principles", Professional Accreditation Workshop, West Michigan Chapter, Public Relations Society of America.

J. Institutional Services Performed

2002-2003

- Advisor, Public Relations Student Society of America, Ferris State Chapter
- COB Promotion/Merit Committee
- Chair, COB Marketing Department Faculty Search Committee
- Chair, Public Relations Program, Academic Program Review Committee
- Marketing Department Tenure Committee

2001-2002

- Advisor, Public Relations Student Society of America, Ferris State Chapter
- COB Curriculum Committee
- COB Faculty Search Committee

2000-01

- Advisor, Public Relations Student Society of America, Ferris State Chapter
- COB Curriculum Committee
- Music Industry Management Academic Program Review Committee
- Hotel Management Academic Program Review Committee

1999-00

- Chairman-FSU Faculty-to-Faculty Programmatic Marketing Committee
- FSU Programmatic Marketing Committee
- Advisor, Public Relations Student Society of America, Ferris State Chapter
- COB Recruiting and Retention Committee
- Torch Editor Selection Committee

1998-99

- Chairman-FSU Faculty-to-Faculty Programmatic Marketing Committee
- FSU Programmatic Marketing Committee
- Advisor, Public Relations Student Society of America, Ferris State Chapter
- Accounting Academic Program Review Committee
- Torch Editor Selection Committee

1997-98

- Advisor, Public Relations Student Society of America, Ferris State Chapter
- College of Business Assessment Committee
- Chairman-Public Relations Academic Program Review Committee
- College of Business Recruiting and Retention Committee
- Marketing-Strategic Planning Committee
- FSU Marketing Agency Selection Committee

1996-97

- Advisor, Public Relations Student Society of America, Ferris State Chapter
- Chairman-Public Relations Academic Program Review Committee
- College of Business Recruiting and Retention Committee

1995-96

- Advisor, Public Relations Student Society of America, Ferris State Chapter
- College of Business Distinguished Speakers Committee

From 1998-2001, I served as chairman of the university-wide Faculty-to-Faculty Programmatic Marketing Committee that has worked with individual academic majors to enhance their targeted recruiting efforts. Programs assisted included Public Administration, Music Industry Management, Graphic Arts/Printing, Health Information Management, Public Relations, Advertising, Applied Mathematics, Industrial and Environmental Health, Mechanical Engineering Technology, Opticianry and Technical Drafting.

From 1998-2001, I served on the university-wide Programmatic Marketing Committee with representatives from Academic Affairs, Admissions, University Advancement and Marketing and Assessment Services which disperses about \$25,000 annually to academic majors for use in student recruiting programs.

I developed the program plan for and hosted the university-wide Programmatic Marketing Workshop conducted August 25, 1999 for all Ferris State faculty and staff involved in recruiting students for specific majors. Academic Affairs indicated that this was one of the best attended workshops offered that fall and the feedback from participants strongly recommend that a similar program be offered again in future years.

As a result of the research and analysis I conducted during the Academic Program Review on the Public Relations major, I prepared a comprehensive revision of the course requirements for the curriculum. The result was a detailed curriculum cleanup proposal that was formally submitted and approved by the University. In summary, these revisions included:

1. Revisions to the four-year, two-year and certificate program curricula
2. Changing PREL 340 to PREL 240
3. Changing the title, description, content and prerequisites of PREL 341 and PREL 342
4. Changing prerequisites for PREL440
5. Changing the title, description and prerequisites for PREL 491
6. Adding four new courses as follows:
 - PREL 101, Contemporary Public Relations
 - PREL 220, Public Relations Writing
 - PREL 401, Public Relations Seminar I
 - PREL 402, Public Relations Seminar II
7. Replacing VISC 116 with a new course, VISC 118
8. Changing the format of other required Business and General Education courses from required to either recommended or generic descriptions.
9. Replacing GEOG 100 with GEOG 112

In addition, due to the lengthy time frame required for curriculum change approvals, I developed and taught the new PREL 101, Contemporary Public Relations, course as an Experimental Course (PREL 190) for new freshman in the Fall of 1999.

I was elected by the students to serve as Faculty Advisor for the Public Relations Student Society of America, Ferris State University chapter and have been reelected each year since 1995. The chapter continues to grow with a 30 percent increase in membership in the past year. In addition, five members attended the Public Relations Student Society of America National Conference in Boston, Mass., in October 1999. This is the largest attendance the local chapter has ever had at the national convention. Students continued to increase the involvement of FSU PR graduates and other public relations professionals in their programs.

K. Recognition and Honors

Honorary Member - Golden Key International Honor Society (2003)
Granted Tenure, Ferris State University, 2000
Accredited Professional, Public Relations Society of America (1976)

L. Professionally Related Community Activities

Secretary: Public Relations Society of America, West Michigan Chapter
Treasurer: Public Relations Society of America, West Michigan Chapter
Chairman: Public Relations Society of America, West Michigan Chapter, Education Committee
Member: Public Relations Society of America, West Michigan Chapter Board of Directors
Big Rapids Public Schools, Citizens' Curriculum Advisory Council

I chaired the Education Committee of the Public Relations Society of America, West Michigan Chapter, from 1999-2001. I coordinated the Student/Professional Shadow Day involving public relations professionals and college and university students from the western side of the state. I also served as coordinator of the Hal Walton Scholarship Award selection, a \$1,000 one-time award for public relations students from the state of Michigan.

M. August 23, 2003

Section 10

Enrollment Trends

Enrollment in the Public Relations major has more than doubled in the past five years making it the seventh largest of the 29 majors in the College of Business. This has been possible despite the fact that the University has not implemented the Academic Program Review Council's recommendation that the Public Relations Program Coordinator receive 25 percent release time for coordination, development and recruiting activities.

During the same time period when student enrollment in Public Relations increased 109 percent, on campus enrollment in the Marketing Department declined .5 percent and College of Business increased 4 percent and Ferris State increased 5 percent (excluding Kendall).

Public Relations Enrollment

Fall Semester

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Public Relations	33	39	55	64	69
Marketing Department	939	942	983	1022	943
College of Business	2359	2419	2484	2559	2350
Ferris State	8458	8517	8763	9665*	9763*

* Includes Kendall (855 in 2002)

In the same five years, enrollments increased in only six of the other 28 COB bachelor's programs and most of these were new or relatively new programs. There are only six other College of Business bachelor's programs that have larger enrollments than Public Relations. The number of students enrolled in each of the College of Business bachelor's degree majors for the Fall Semester 2002 are shown below.

College of Business, Enrollment by Bachelor's Program
Fall 2002 Semester

Professional Golf Management	286
Business Administration	230
Computer Information Systems	227
Marketing	117
Music Industry Management	116
Accountancy	77
Public Relations	69
Advertising	61
Professional Tennis Management	59
Management	42
Visual Design and Web Media	41
Human Resource Management	36
Finance	35
Small Business Management	32
Small Business and Entrepreneurship	30
International Business	28
Resort Management	24
Business Admin/Legal Assisting	20
CIS/Accountancy	13
Hotel Management	9
Integrated Resource Management	9
Accountancy/Finance	7
CIS/Management	3
Insurance	1
CIS/Marketing	1
Retailing	0
Insurance/Real Estate	0
Quality & Productivity Management	0
Sales	0

The enrollment in the Public Relations major by class year is shown in the table below. It is apparent from the fluctuations in numbers that a strong and steady recruiting effort is needed every year to fill the four-year pipeline and to sustain that number year-to-year thereafter.

Public Relations Enrollment by Class Year
Fall Semester

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Freshman	11	14	12	22	12
Sophomores	10	12	19	8	17
Junior	6	7	14	19	15
Senior	6	6	10	15	25

The sharp differences in the sizes of the freshman and senior classes for 2001 and 2003 illustrate a significant problem. Steady enrollment growth and consistent classroom productivity requires a steady and meaningful commitment to recruiting students. The new freshman class in 2002 was one-half the size of the new freshman class in 2001. Likewise, in 2002 the Public Relations program has the highest population of seniors in many years. With one half of the freshman and twice the seniors, it is apparent that a

steady recruiting effort is needed every year, not just sporadically when all the other activities and responsibilities permit.

In the past two years, the Coordinator has begun to more diligently enforce the 2.5 GPA hurdle for a student to enter the final two years of the Public Relations major. This has likely contributed to the lower rate of increase in 2002 and this places greater emphasis on the need to recruit higher quality students for the Public Relations major. As indicated in the Student Evaluation Section, the average Public Relations student responding to the survey carried a 3.0 or higher GPA.

Public Relations Course Enrollment

The table below shows the enrollment in all public relations (PREL) courses for the period since the last ARP. As you will note, four of the courses are new during the period. Enrollments have increased steadily with the growth in the number of students in the program. A total of 91 students were taught 273 credit hours in 1997-98 compared to a total of 269 students taught 734 credit hours in 2001-02.

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
PREL 101(190)	N/A	N/A	11	31	34
PREL 220	N/A	N/A	6	--	--
PREL 240	57	56	63	72	139
PREL 341	8	4	12	14	24
PREL 342	10	6	14	14	23
PREL 401	N/A	N/A	N/A	6	13
PREL 402	N/A	N/A	N/A	5	9
PREL 440	5	7	3	9	14
PREL 455	5	5	4	7	12
PREL 491	6	2	3	6	14
PREL 494	--	--	--	1	--

Section 11

Program Productivity/Cost

The classroom productivity of faculty utilized for the Public Relations major has increased by 382 percent since 1996-97 when the last APR was submitted. The chart below carries productivity data for the past five years for Public Relations along with Ferris State, the College of Business and the Marketing Department. During the past five years the classroom productivity of Ferris State in total remained nearly flat, the College of Business increased by 17 percent and the Marketing Department improved by 13 percent.

SCH/FTEF Productivity Measure

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Ferris State	442.10	457.40	454.53	451.32	446.69
College of Business	434.62	476.24	485.89	497.97	490.67
Marketing Department	374.20	443.11	445.03	468.63	418.06
Public Relations	315.67	267.43	394.94	409.00	450.40

Public Relations productivity at 450 SCH/FTEF is above the Ferris State average and it ranks 60th most productive among the 133 academic programs at the University.

When we look at the components of this productivity index in more detail we see that Student Credit Hours taught in Public Relations has increased by 177 percent since 1996-97. During this same time Student Credit Hours for Ferris State increased 14 percent, the College of Business increased by 14 percent and the Marketing Department increased by 5 percent. The data for past five years is shown on the chart below.

Student Credit Hours

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Ferris State	226,411	228,548	229,277	243,185	260,521
College of Business	43,810	43,517	44,965	44,955	45,304
Marketing Department	10,919	11,350	11,535	11,225	11,210
Public Relations	255	234	300	409	563

During this period, four new public relations courses were introduced in conjunction with the curriculum revisions that resulted from the 1997 APR. The changes in course offerings by semester are shown in the two charts below. The actual number of credit hours taught annually under the Public Relations identifier grew from 18 to 37.

1996-97 Public Relations Course Offerings

By hours, excluding internship

	<u>Fall</u>	<u>Winter</u>	<u>Summer</u>
PREL 340(240)	3	3	3*
PREL 341	3		
PREL 342		3	
PREL 440	3		
PREL 455		3	
Total hours	9	9	3 (0)

* Classes were cancelled due to low enrollments.
Number in parenthesis show hours actually taught per semester.

2002-03 Public Relations Course Offerings

By hours excluding internship

	<u>Fall</u>	<u>Winter</u>	<u>Summer</u>
PREL 101	2		
PREL 220	4*		4*
PREL 240	6	9	3*
PREL 341	3	3	
PREL 342	3	3	
PREL 401	1		
PREL 402		1	
PREL 440	3		
PREL 455		3	
Total hours	22(18)	19	7(0)

* Classes were cancelled due to low enrollments.
Number in parenthesis show hours actually taught per semester.

As the above 2002-03 table shows significant growth has been experienced for the PREL 240 course in recent years as annual hours more than doubled. PREL 240 is the principal service course for the Public Relations Program. The table below carries the number of student enrolled in the course each semester (fall + winter and total) for the past five years. Enrollment has increased by 121 percent.

Enrollment in PREL 240 (340)

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
23 + 33 = 56	24 + 39 = 63	36 + 36 = 72	40 + 63 = 103	61 + 77 = 138

Early in the five year period, the one faculty member in Public Relations was involved in teaching other College of Business courses such as Introduction to Business and Marketing Principles. This reduced the Full time Equated Faculty from the 1.14 level of 1996-97. In 2000-01 this person was committed full time to teaching public relations courses and in 2001-02 and 2003-03 adjunct faculty were hired to teach public relations courses for the first time since the mid-1990s.

In the five years covered by this report, Full Time Equated Faculty committed to Public Relations increased by 10 percent while student enrollment in the Public Relations major more than doubled. Trends are illustrated by the chart below. During this same period, Full Time Equated Faculty increased by 14 percent at Ferris State, declined by 3 percent in the College of Business and declined by 7 percent in the Marketing Department.

Full-Time Equated Faculty

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Ferris State	512.13	449.67	504.43	538.82	583.23
College of Business	100.80	91.38	92.54	90.28	92.33
Marketing Department	29.18	25.61	25.92	23.95	26.81
Public Relations	.81	.88	.76	1.00	1.25

The latest Degree Program Costs report (summer 2000, Fall 2000 and Winter 2001) shows the average cost structure for various segments of FSU compared to the Public Relations Degree costs. The data shows that the Public Relations (BS) program costs are below the averages for Ferris State, the College of Business and the Marketing Department in all four categories.

Cost Per Student Credit Hour 2000-2001 Data

	<u>Avg. Instructor Cost/SCH</u>	<u>Avg. Dept Cost/SCH</u>	<u>Avg. Dean's Cost/SCH</u>	<u>Total Avg. Cost/SCH</u>
Ferris State	\$136.48	\$34.96	\$20.14	\$191.59
Business College	127.00	25.32	15.77	168.09
Marketing Department	123.65	28.14	15.72	167.52
Public Relations (BS)	115.81	24.52	15.17	155.50

Section 12

Conclusions

Centrality to FSU Mission

The mission of Ferris State is to "be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education." The Public Relations Program clearly provides a hands-on, applied curriculum which produces a career-oriented, professional education for undergraduate students. The Faculty surveyed strongly agree that the Public Relations major "fits FSU's mission" (4.77) and that it is "a valuable part of the College of Business curricula offering" (4.88).

Uniqueness and Visibility

FSU's Public Relations program is relatively young with the first students graduating with a Bachelors in Business and a Public Relations major in May 1990. This curriculum was developed in conjunction with a committee of senior public relations professionals, including two past National Presidents of the Public Relations Society of America (the largest organization of public relations professionals), to serve as a prototype Public Relations major in a U.S. College of Business. Today, FSU's program is only one of three Public Relations programs in Colleges of Business in the United States, making it truly unique among the 220 universities offering public relations studies.

Because of the youth of the Public Relations major, its graduates are only beginning to move into senior management positions in the profession. Most students in the program have come from Michigan and surrounding Midwestern states with a few graduates from other countries such as Japan, Nigeria and Botswana. The uniqueness of Ferris State's program has been featured in national professional publications such as *Public Relations Journal*.

The uniqueness and strength of Ferris State's Public Relations program is not well known among parents, educators, public relations professionals, business people and not-for-profit leaders in Michigan. Additional effort needs to be undertaken to increase awareness of FSU's program and of the nature and potential of a public relations career. This will aid in student recruiting, internship development and graduate placement and continue to enhance Ferris State's reputation in Michigan, regionally and nationwide.

Because Ferris State's Public Relations Program is uniquely positioned in the College of Business it does not qualify for accreditation by the American Council on Education in Journalism and Mass Communication (ACEJMC). The Public Relations Society of America, the nation's largest association of public relations professionals, strongly disagrees with ACEJMC's position but has been unsuccessful in getting it to change. As a result, PRSA has developed and launched a substitute "Certification" program for Public Relations majors outside of Journalism colleges. Seven colleges/universities

have been awarded this Certification. Ferris State's uniqueness and visibility would be enhanced further if it applied for and was designated as Certified by PRSA.

Service to State and Nation

The function of Public Relations in organizations is to build positive relationships that will help make it possible to achieve the organization's goals and objectives. This is also a key philosophy underpinning democratic societies and free market economies as they develop and function throughout the world. Providing public relations education and training to young people who will fill positions of responsibility and leadership makes a significant contribution to the harmonious and productive development of Michigan and the Nation.

While the majority of Ferris State's graduates are employed by corporations and consulting agencies, a significant number work in not-for-profits (21 percent) and government (8 percent). These people are directly involved in serving our nation and its citizens. However, it is also important to recognize that business is an integral part of our society and contributes a great deal not only through its production and sale of goods and services, providing jobs, etc., but also direct contributions of money and manpower to support and strengthen many community service organizations and agencies. The public relations professionals in those corporations are frequently the driving force behind and are those responsible for such community relations activities.

Demand by Students

Enrollment in the Public Relations major has more than doubled in the past five years despite the very limited resources made available by the University to promote the program. Enrollment in the Fall semester of 2002 was 69 students compared to 33 students in the fall of 1998. This increase reflects a growing knowledge of, interest in and respect for the Public Relations major at Ferris State.

The Student Survey, however, shows that only 27 percent of the students currently in the public relations major entered directly from high school. This percentage seems low for a four year academic program and it likely reflects the limited resources Ferris State has made available for recruiting high school juniors and seniors into the major. That 27 percent figure should and could be around 75-80 percent if appropriate manpower and monies were committed to the effort year-to-year.

Twelve new freshmen came directly from high schools to enter the Public Relations program in the Fall of 2002 compared to 22 in 2001. The sharp drop in new freshman may illustrate the failure to recognize that you have to aggressively recruit these young people every year to keep the four-year pipeline full.

Reasonable recruiting targets may be 30 new freshmen, 10 sophomores and 10 junior transfers per year. Based on actual enrollment numbers in 2002, the size of the freshman recruiting class needs to more than double and this will not be achieved without a strong effort aimed at high school juniors and seniors.

The Public Relations program is actually surpassing the target for sophomores with some 15 current students transferring into public relations during the 2002-03 academic year. The target for juniors is based largely on transfers from community colleges, a growing potential market for the Public Relations major.

Ferris State's decision to eliminate the Associates in Journalism degree program in the mid-1990s removed a feeder program which research shows generated about one-fourth of the students graduating from the public relations major in the early 1990s. These students moved into public relations at the beginning of their junior year at Ferris State so when the program ended, it contributed to the decline in Public Relations enrollment. In recent years, about 10-15 students transfer into the public relations major annually, normally during their freshman and sophomore years, and these come from a wide variety of Ferris State programs including "career undecided."

With the increasing costs of college today, Ferris State can expect a growing demand from community college students transferring to a university for a bachelor's degree program after completing general education type courses near home. The Public Relations Program's Two Year Transfer check sheet is ideally suited for this potential market. The major is already noticing this increase in student enrollment from community college students and this demand must be targeted and harvested aggressively to expand public relations enrollment.

The uniqueness of FSU's major offers excellent potential for product differentiation and "marketing" the program. Recruiting efforts should be launched for high school juniors and seniors interested in public relations, journalism and communications and additional efforts are needed with community colleges. The results of very limited recruiting efforts such as these thus far have been promising. Emphasis must be placed on the quality and not just quantity of students brought into the program.

FSU's target should be high school students with a 3-3.5 GPA and a 24-25 ACT. They should have good writing and verbal communications abilities and enjoy working with people and groups. Competition for these young people is difficult but FSU's unique Public Relations Program can compete effectively and bring these promising students to campus.

Because of the relative youth of the profession, knowledge of public relations and its career opportunities are still very limited among the general public. As a result, special effort must be made to make young people and their parents aware of the nature and potential of the career field and to correct misunderstandings about the profession. FSU's unique major within the College of Business offers excellent opportunities to recruit students and, with the proper resources, that effort can be very successful.

Quality of Instruction

Current students in the Public Relations major rate the quality of FSU's instruction from full-time faculty in public relations at 4.7 on a scale of 5 equals excellent. Adjunct faculty in public relations were rated at 3.7. For comparison purposes, these same students rated the quality of the Marketing Department faculty at 3.5, College of Business faculty at 3.9 and FSU faculty overall at 3.7.

Public Relations students rated the quality of the program advisor at 4.6 and the helpfulness of the advisor at 4.8. The overall quality of the Public Relations curriculum rated 4.4.

FSU's Public Relations graduates rated the effectiveness of the Public Relations curriculum at 4.50 (5 equals excellent) compared to a 3.83 rating for all Marketing Department courses and a 3.61 rating for College of Business courses in general. Over the two decades when these students graduated, the public relations program content changed several times.

The Public Relations Advisory Committee rated the effectiveness of Ferris State's Public Relations faculty excellent (5.00), an improvement from the 4.20 rating of the committee in 1997. They pointed out that the only faculty member they were knowledgeable about was Ron Greenfield.

Employers rated the abilities and character of FSU graduates as excellent to good in professionalism (4.43), ethics and integrity (4.43) and public relations knowledge and skills (4.33). They also rated knowledge of marketing, management, finance, accounting and related business skills and functions at 4.67 on a scale of 5 equals very important.

For the past two years, enrollment growth has permitted the PREL 341 and 342 courses to be taught in both the fall and winter semesters. This has been valuable in recruiting transfers and community college students and moving them through the program efficiently. As enrollments in public relations continue to increase, efforts should also be made to offer the required PREL 440 and 455 courses both semesters.

The Public Relations Program is now going through this transitional period as enrollment grows and this is creating an awkward period on class enrollments, too many students for a once-a-year course offering and too few for a twice a year offering both semesters. The COB and FSU administrations need to understand this and be flexible on class sizes or it can have a negative impact on Public Relations enrollments.

A valuable measure of the quality of the instruction and of the student emerging from the Public Relations program is the performance of these young men and women in the PREL 455, Public Relations Campaigns, course which they take the second semester of their senior year. In this capstone course each student applies all that they have learned in public relations, business and other courses at Ferris State to plan a comprehensive public relations program for a real client. This is very demanding and includes two formal presentations to the clients, many of whom are represented by working public relations professionals who are the student's key contact. On the Student Survey PREL 455 was rated 5.00, the highest of any course taken by public relations students at Ferris State.

For the past two years efforts have been made to hire another full-time faculty member in the Marketing Department who was qualified to teach public relations courses along with marketing courses, when necessary. These two search efforts were unsuccessful and the faculty position was filled by a Marketing professor.

Studies by a professor at Colorado State University show that there were 90 openings for public relations faculty at U.S. colleges and universities in the fall of 2002 and some

110 such openings in the Spring of 2003. Applicants with proper doctorates and professional experience are scarce. With only 6-8 students graduating annually with Doctorates in Public Relations, competition is extremely difficult and resources and commitment must be at realistic levels to obtain the quality of faculty needed to enable the Public Relations Program at Ferris State to continue to grow to its full potential.

Demand for Graduates

According to Department of Labor research, public relations manager jobs will grow by 61 percent during the current decade, making the career one of the fastest growing employment categories in the United States. Some 120,000 public relations jobs are expected to be created from 2000-2010, or an average of about 12,000 annually. It is estimated that about 200,000 public relations practitioners are employed today in the United States. An estimated 7,000 of these work in Michigan and this number is projected to increase by about 4,300 during the current decade.

Starting salaries of Public Relations professionals nationwide are traditionally relatively low and are now about \$28,000 annually. This is due to several factors not the least of which is that many young graduates try to enter the public relations profession with only generic communications and journalism degrees and little or no public relations coursework or experience. One Chicago agency, for example, routinely hires such unprepared college graduates as secretaries and then after they gain some basic public relations knowledge and skills and if they perform well, they are moved into Assistant Account Executive positions, the first level professional slot. This tends to depress salaries for new public relations graduates.

There is also a long standing philosophy in the profession that young practitioners must first "prove" themselves on the job. Once a recent graduate does that his/her wage levels increase markedly.

Most entry level public relations jobs are obtained through aggressive networking and personal contacts with professionals. There is no evidence that any significant public relations employer has ever traveled to a college campus "job fair" or similar recruiting trip. This fact reinforces the need to encourage internships and networking with professionals to enable FSU's graduates to gain visibility and public relations job opportunities.

The fact that FSU's public relations major with a Business degree is unique also provides graduates with a variety of career paths and is a great advantage over the long-term. Some new graduates move into a junior management job in business and then switch into public relations when a good position becomes available. Or vice versa, they begin in public relations and then move into a general management job as they advance in their career. Such flexibility and broad applicability of the Public Relations degree from Ferris State is a strong asset to graduates throughout their careers. Ninety percent of FSU's public relations graduates who were not now working in public relations said that their present job was very or somewhat related to the public relations and business courses taken at Ferris State.

Placement Rate and Average Salary of Graduates

FSU's Public Relations graduate placement rates have run 100 percent for several years but dropped to 88 percent in 2001-02, according to FSU's Career Services research. No data is yet available for 2002-03 but it will likely continue to be below 100 percent because of the current very difficult job market as a result of poor economic conditions. Public Relations students now take PREL 401 and 402 during their senior year to help them locate a job, transition into the profession and develop career management skills.

Starting wages in recent years for FSU's public relations graduates have been around \$28,000-\$30,000 with one graduate earning as much as \$55,000 in his first job. The median salaries of U.S. public relations professionals are now about \$70,000 annually (10 years of experience and 36 years of age), according to recent studies reported by *PR Week* magazine and PRSA.

Current research with FSU's Public Relations graduates has shown that 58 percent now earn more than \$50,000 per year, a strong performance based on the fact that most are still in the early stages of their careers. Thirty-three percent earn more than \$70,000 annually and 4 percent earn \$100,000 plus each year.

Of those currently employed directly in public relations, 38 percent have been employed in the profession for less than three years, 46 percent for 4-11 years and 15 percent for more than 12 years. Those with more than 12 years graduated before the official Public Relations major was approved so they actually have degrees in Advertising with a Public Relations option.

Ninety percent of these graduates not working in public relations say that their jobs are very or somewhat related to the public relations and business courses they took at Ferris State. Based on the job titles provided, many of this second group are in marketing and other business and not-for-profit functions closely related to public relations.

Forty-six percent of FSU's Public Relations graduates currently work for corporations, 21 percent for not-for-profits, 13 percent for consulting agencies, 8 percent for government and 13 percent for other types of organizations.

Service to Non-Majors

The PREL 240, Public Relations Principles, course is utilized by students in several College of Business and Arts & Sciences programs, both as a required course and as an elective. Most of these students come from Marketing, Advertising, Music Industry Management and Visual Design curricula. They comprise about 80 percent of the enrollment in the course which has grown from 56 to 138 students annually in the past five years and from two to five sections.

The Faculty agreed (a 4.22 rating with 5.00 being strongly agree) that the PREL 240 course is a beneficial elective course for students in other majors.

Only a few students have completed the Public Relations Certificate program which includes four courses (PREL 220, 240, 341 and 342). A significant amount of interest has been shown in the Certificate, particularly from Music Industry Management students, however, the inability to accumulate 15 or more students has forced the administration to cancel the PREL 220 Public Relations Writing class in recent semesters. This makes it impossible for a student to complete the certificate. Some potential Certificate students have also expressed reluctance to proceed when they were told that the PREL 220 and two 300 level public relations courses are usually taught by adjuncts.

Facilities and Equipment

No special facilities are now being used by the Public Relations program. All classrooms are generic and one-half of an office with computer is used by the one full-time instructor.

Students rank the quality of classroom facilities used for Public Relations courses good (3.9 with 5.0 being excellent), the quality of COB computer labs as good (3.7), quality of the COB MAC lab good (4.0) and quality of COB classrooms in general are good (3.7). The MAC computer lab used by Public Relations students taking VISC 118, Computer Design, was a major problem discussed in the 1997 APR and this problem appears to have been largely solved.

When asked if the facilities and equipment provided for public relations studies are sufficient for a high quality program the Faculty rated it 3.71 with 4.00 being good. They said that the materials and supplies the COB provides to its public relations major are rated 3.0 or average.

Library Information Resources

A review of the reference books on "public relations" listed in FLITE's catalog includes approximately 403 publications. Thirty-five of these are books on public relations or that deal significantly with the subject and were published in 2000-2003. This is an improvement over the state of appropriate references at the time of the 1997 APR. Currency of these references is essential to stay abreast of the rapidly changing practice of public relations.

Current students rate the quality of FLITE resources at 3.8 (4.0 is good) while Public Relations graduates rate the library at the time they attended FSU at 3.4. This shows some improvement with room to get better.

In 1997, a very detailed comparison was done of Timme Library resources with standard professional public relations references included in the "Bibliography for Public Relations Professionals" developed by the Public Relations Society of America and it showed that only about one-fourth of the recommended books were available at FSU. In addition, many of those which were available were older editions; sometimes 2-3 editions out-of-date.

An up-to-date version of the "Bibliography for Public Relations Professionals" is not available from PRSA so it is not possible to make a current comparison with FLITE resources. However, PRSA has had a huge project underway for several months to revise its "Public Relations Body of Knowledge," a publication that carries abstracts of all significant research, writings, etc. that impact on the professional practice of public relations. As soon as that revision is available the Public Relations program coordinator needs to work closely with the Library to evaluate and continue to improve the availability of reference materials and resources for FSU Public Relations students.

Funds should be designated annually to bring the public relations collection up to minimum standards and to keep it current. The Public Relations Program coordinator should develop a priority list of references to be acquired on a defined schedule developed with the FLITE staff. In addition, the Public Relations program should develop and launch a special contributions effort among graduates and professionals to aid in improving the materials to support teaching programs.

Cost

The classroom productivity of faculty utilized for the Public Relations major has increased by 382 percent since 1996-97 when the last APR was submitted. The chart below carries productivity data for the past five years for Public Relations along with Ferris State, the College of Business and the Marketing Department. During the past five years the classroom productivity of Ferris State remained nearly flat, the College of Business increased by 17 percent and the Marketing Department improved by 13 percent.

Public Relations productivity at 450 SCH/FTEF is above the Ferris State average and it ranks 60th most productive among the 133 academic programs at the University.

SCH/FTEF Productivity Measure

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Ferris State	442.10	457.40	454.53	451.32	446.69
College of Business	434.62	476.24	485.89	497.97	490.67
Marketing Department	374.20	443.11	445.03	468.63	418.06
Public Relations	315.67	267.43	394.94	409.00	450.40

When you look at the components of this productivity index in more detail you see that Student Credit Hours taught in Public Relations has increased by 177 percent since 1996-97. During this same time frame, Student Credit Hours for Ferris State increased 14 percent, the College of Business increased by 14 percent and the Marketing Department increased by 5 percent. The data for the past five years is shown on the chart below.

The latest Degree Program Costs report (summer 2000, Fall 2000 and Winter 2001) shows the average cost structure for various segments of FSU compared to the Public Relations Degree costs. The data shows that the Public Relations (BS) program costs (\$155.50) are below the averages for Ferris State (\$191.59), the College of Business (\$168.09) and the Marketing Department (\$167.52) in all four categories.

**Cost Per Student Credit Hour
2000-2001 Data**

	<u>Avg. Instructor Cost/SCH</u>	<u>Avg. Dept Cost/SCH</u>	<u>Avg. Dean's Cost/SCH</u>	<u>Total Avg. Cost/SCH</u>
Ferris State	\$136.48	\$34.96	\$20.14	\$191.59
Business College	127.00	25.32	15.77	168.09
Marketing Department	123.65	28.14	15.72	167.52
Public Relations (BS)	115.81	24.52	15.17	155.50

Faculty: Professional and Scholarly Activities

The one full-time faculty member in the public relations program is an Accredited Public Relations Professional and holds a Masters in Communications from the University of Illinois (Vita see Section 9). Ron Greenfield joined FSU in the fall of 1995 after nearly 30 years of professional public relations experience, most recently as Vice President- Public Relations for an international energy company with annual sales of \$2 billion. During this time, he managed a staff of up to 27 people and annual budgets of \$4.5 million.

He has been an active member of the Public Relations Society of America (the nation's largest association of public relations professionals) for a quarter century and was professionally Accredited in 1976. Greenfield has served a three-year term on the Board of Directors and as Secretary, Treasurer and Education Committee Chair for PRSA's West Michigan Chapter, based in Grand Rapids. He also is a member of the International Association of Business Communicators to rebuild relationships with the professionals involved in that public relations organization.

Greenfield also regularly attends the PRSA National Conference, a meeting of some 3,000-4,000 professional public relations practitioners from throughout the world. The conference offers a variety of workshops and seminars highlighting the latest public relations techniques, tactics and technology. This meeting also includes the annual conference of PRSA's Educators Academy composed of public relations faculty at U.S. colleges and universities. Unfortunately, the College of Business only budgets \$200 annually for professional development for each faculty member and his attendance, for example, in 2002 required him to pay \$700 out of his own pocket to attend this professional meeting.

Administrative Effectiveness

The one Public Relations faculty member, by necessity, wears many hats. He teaches seven different Public Relations courses annually and serves as advisor to the nearly 70 students in the major, as faculty advisor for the Public Relations Student Society of America Chapter, as chief recruiter of students, and as coordinator for all administrative aspects of the academic program. That's in addition to general administrative and committee work expected of all faculty members. As Public Relations Program coordinator, Greenfield receives a \$500 annual stipend from the College of Business and no release time.

When asked if the "administrative staffing of the Public Relations major is of high level of management ability and performance" the College of Business faculty said they agree rating it 4.13 on a scale of 5 equals strongly agree. With no release time provided for the one faculty member/administrator, however, the course work and advising load produces some significant limits on the available hours and limited emphasis on recruiting students into the major. Travel for recruiting is also severely limited due to heavy class schedules and very restricted travel monies.

The COB faculty did not agree (2.00 rating) with the statement that "The current faculty staffing of the Public Relations major is sufficient to permit optimum program effectiveness." Faculty members were also somewhat negative (2.75) when asked if "the COB administration's commitment to the Public Relations major is sufficient to insure maximum growth."

Section 13

Recommendations

Panel Recommendations

The Academic Program Review Panel for the Public Relations Program strongly recommends that Ferris State and the College of Business provide expanded resources to enable the Public Relations Program to continue to grow and to reach its potential as a unique, quality academic major that produces qualified, capable young public relations professionals. To achieve this objective, the Panel makes several detailed recommendations for the Academic Program Review Committee's approval and endorsement. A brief summary of key data and background is included below each recommendation that follows.

1. Recommend that the coordinator of the Public Relations Program be granted one-quarter release time for program recruiting, administration and development.

Ron Greenfield was officially designated as coordinator for the Public Relations Program in 2002-2003 and provided a \$500 annual stipend for that extra duty. In 1997, the Public Relations Program Review Panel and FSU's APRC recommended that the program coordinator receive 25% time release for program coordination, development and recruitment activities but this was not implemented by the College of Business. While enrollment in Public Relations has doubled since that time, additional growth would likely have been achieved had the recommended resources been provided.

One quarter release time for academic program coordinators is routinely provided by some of FSU's colleges and up to 50 percent release time (along with 12 month contracts) is provided for coordinators of four academic programs in the College of Business. The Music Industry Management coordinator receives one-quarter release time from the College of Arts and Sciences. Hiring an adjunct to cover the two public relations courses lost to one-quarter release time would cost FSU \$3,960 a year.

Current heavy course (12 sections of 8 courses annually) and advising workloads (69 students) for the Public Relations Program coordinator make it essentially impossible to conduct a significant and sufficient recruiting program to build enrollment, particularly outside of the university where it is most needed by Ferris State. The recruiting should focus on two aspects:

- FSU's Public Relations major is a unique and quality program.
- Public Relations as a rapidly-growing career field.

This recruiting effort should have the objective of obtaining 30 high school graduates and 20 transfers annually and target the following publics:

- High school juniors and seniors with good communication skills and good academic records.
- Community college freshman and sophomores with good

communication skills and interests.

- High school journalism and English teachers and student newspaper and yearbook advisors.
- Community college journalism and English faculty, student newspaper advisors, and public relations administrative staff.

Implementing the needed recruiting program, requires a meaningful commitment from the College of Business and Ferris State. Thus the Panel renews its recommendation that the coordinator of the Public Relations Program be granted one-quarter release time for program recruiting, administration and development.

2. Recommend that a second full-time tenure track faculty member be hired as soon as possible for the Public Relations Program to meet current needs, permit continued enrollment growth and maintain the quality of instruction and advising.

The current one full time faculty member in Public Relations is expected to limit the capacity of the program to about 50 students and enrollment in the Fall of 2002 was 69 majors. Because of Big Rapids' isolation from major cities, the availability of qualified adjunct faculty is extremely limited. For example, there are no Accredited public relations professionals within an hours drive of Big Rapids. Students rated the quality of full time Public Relations faculty 4.7 (5 equals excellent) compared to a 3.7 rating for adjuncts.

Qualified adjuncts from Grand Rapids have been interviewed in the past, however, when they realize that FSU pays \$1,980 for a three hour course (\$44 per hour) and that travel costs to and from Big Rapids will run about \$25-30 per trip, their interest wanes rapidly. In addition, a seasoned public relations professional can make \$100 to \$300+ per hour as a consultant to corporations and other organizations. So they can work one or two days as a consultant and make as much as they can teaching a course here for one semester.

As mentioned earlier, studies by a professor at Colorado State University show that there were 110 openings for public relations faculty at U.S. colleges and universities in the Spring of 2003 and only 6-8 students graduating each year with Doctorates in Public Relations. It is easy to see why the College of Business has been unsuccessful in attempting to hire a second Public Relations faculty member the past two years. Competition for qualified Public Relations faculty is extremely difficult and resources and commitment to this effort must be at realistic levels to obtain the quality of faculty needed to enable the Public Relations Program at Ferris State to maintain its quality and continue to grow to its full potential.

3. Implement minor revisions to the Public Relations curriculum to keep it current with market needs and to strengthen content.

- A few minor revisions and updates of the public relations curriculum are recommended and are discussed briefly in Section 9. These changes, summarized below, affect the four-year, two-year programs and certificate programs.

- Substitute another course which meets general education requirements and curriculum needs for the GEOG 112 course that is not now meeting expectations.
- Require an explicit history course under General Education, Cultural Enrichment to insure that students have an historical context for public relations planning and programming.
- Substitute PREL 220 for JRNL 122 in the Public Relations major to intensify focus on Public Relations Writing, the most critical skill for public relations graduates. FSU graduates, employers and the Advisory Committee give Public Relations writing skills the highest priority. This will necessitate some revision in PREL 220 content and permit PREL 341 content to also be revised to place more emphasis on face-to-face, interpersonal public relations tools and techniques that are increasingly valued in the market place.
- Develop and offer a new Public Relations Law and Ethics course as recommended by the 1999 Commission on Public Relations Education and as a substitute for the MGMT 447, Ethics and Social Responsibility course now required in the major.
- Work with the Marketing Department to dual list one section of MKTG 425, Marketing Research, as PREL 425, Public Relations Research, to more clearly meet the recommendations of the Commission of Public Relations Education and FSU's Public Relations Advisory Committee and to offer potential to enhance the visibility and reputation of FSU's Public Relations Program.

4. Assign a Public Relations faculty member to teach the PREL 491 course during the summer months with up to 10 internship students equaling a three-hour course load.

The Public Relations Program requires each student to complete at least one 3-hour internship. At present enrollment levels, 15 to 20 Public Relations students will enroll in PREL 491, Public Relations Internship, each year with the vast majority taking the course in the summer session. This number is increasing and will continue to increase as enrollment grows. An additional 8 to 10 students do internships annually but not for PREL 491 credit. These additional internships are highly recommended and are usually completed during the sophomore or junior years with some students completing three or more internships while students at Ferris State.

During the summer of 2002, a detailed 24-page booklet was prepared to guide students through this process and to help insure the internships were of highest quality. A detailed syllabus was also developed for PREL 491. The quality of the internship supervisor and his employer and their commitment to the program are key to a successful internship for the student.

As emphasized by the 1999 Commission on Education in Public Relations report, internships are valuable learning experiences and are often the key to getting the first job upon graduation. One of the Public Relations Advisory Committee members points out that having students complete national internships will add visibility and prestige to FSU's Public Relations Program. It would also strengthen Ferris State's Public

Relations curriculum to require a second internship of all students in the program. However, under the current internship support structure this is not possible.

For the last few years, the instructor for the PREL 491 course has been the Head of the Marketing Department. In 2002-03, the College of Business established a one-half time Internship Coordinator position that has since been made full time. The role of the Public Relations Program coordinator in this course is not recognized nor rewarded.

It was not possible to obtain job descriptions on these three positions to clarify the responsibilities of each of these individuals working with public relations students doing internships. In recent months, this issue has been a source of confusion and consternation for these students and this needs to be resolved.

As the internship system actually functions now, however, the Public Relations coordinator works with the student to locate an internship and makes the judgment, based on his knowledge of fellow professionals and personal professional experience, that the specific internship will be a quality learning experience. The student then enrolls in PREL 491 through the Department office and sends weekly reports to the Head of the Department. If and when the student seeks professional advice or guidance while doing the internship, the student typically calls or emails the Program Coordinator for counsel and professional input because he is the only person involved who has any professional public relations background.

This system would be more effective and equitable, if the Public Relations Program Coordinator was given responsibility for teaching the PREL 491 course at least during the summer when the bulk of the students are enrolled. At the same time, the faculty member could oversee those students doing internships but not enrolled in 491, undertake a program of developing more and better public relations internships for future students and exploit the potential of internships to lead to job opportunities for graduates, student recruiting references, outside financial support for the major, etc. As enrollment expands and needs merit, it may be necessary to also have this individual teach 491 during the fall and winter semesters. If proper resources and support are provided as outlined, a second internship for credit should be added to the major.

4. Recommend that the Public Relations Program set up a public relations alumni group to support and mentor students, raise funds for the program, host a homecoming event, etc.

A strong program should be planned and implemented to rebuild and enhance the support of FSU's 160 public relations graduates. Over the long-term this will improve educational efforts, aid recruiting, increase internship placements, improve job opportunities, foster special financial support for the public relations program, etc. This expanded program may include activities such as:

- Organizing a formal FSU Public Relations group or club with officers, board, etc.
- Hosting an annual FSU Homecoming special event such as a tailgate luncheon or dinner.
- Publishing an annual directory of FSU Public Relations alumni.

- Organizing an annual contributions program to support the Public Relations major, provide scholarships, etc.
- Developing an annual alumni-student Shadow Day for real-world exposure.
- Providing PRSSA speakers.
- Offering a career planning/job search workshop for alumni.
- Maintaining a website for job postings, internship opportunities, etc.

5. Recommend that, when resources and budgets permit, the College of Business seek Certification of its Public Relations major by the Public Relations Society of America.

Ferris State's Public Relations major, located in the College of Business, is unique among those offered by more than 220 universities and colleges in the United States. Only three public relations majors are so positioned nationwide. Most are located in Journalism, Communications and Liberal Arts colleges and those students are discouraged or even prohibited from taking Business courses. In fact, the American Council on Education in Journalism and Mass Communications (ACEJMC), the academic accrediting body for Public Relations majors, refuses to accredit a program located in a College of Business.

The public relations professionals who belong to the 20,000 member Public Relations Society of America (PRSA) feel strongly that ACEJMC's position is very wrong and after being unable to change the academic's rules, PRSA developed and launched a substitute "Certification" program for Public Relations majors located in "other colleges." Seven universities/colleges have been awarded this certification thus far.

Ferris State's Public Relations major qualifies for consideration for PRSA Certification and that should be pursued as soon as sufficient administrative time and budget monies are available. A copy of the application and rules are included in Appendix 6.

6. Recommend that the Public Relations coordinator be assigned to his own office to provide ample room for administrative, advising, recruiting and other functions, a work room for PRSSA to use for developing a student agency and a focal point for recruiting visits.

At the present time, the Public Relations Program coordinator is sharing a 10' by 14' office with another faculty member and the heavy traffic and congestion caused by 69 public relations advisees, a student work study aid, etc., makes this very congested and awkward.

As mentioned earlier, for a period of months about two years ago, the student members of Public Relations Student Society of America shared a portion of an office in Rankin for use as they attempted to develop a student run public relations agency that planned and implemented public relations programs for campus organizations. Because of the lack of proximity of this office for most of the upper level public relations students who seldom frequent Rankin, it was not used effectively and PRSSA relinquished rights to the office after a few months. Since then, PRSSA has continued to develop their student agency

but the lack of a convenient common meeting, work and project storage area has been a distinct and recurring handicap.

Other majors in the College of Business such as PGM, PTM and VC have unique facilities that serve as a physical focal point for their programs and this is a strong asset in recruiting and working with students. The Public Relations Program does not have such an asset for storage and display of the profession.

A simple and temporary solution could be achieved by assigning the Coordinator his own office.

7. Recommend that the College of Business explore the potential of expanding use of PREL 240 and developing public relations service courses to enhance academic programs offered by other colleges at FSU.

The College of Business should continue to aggressively incorporate and require the PREL 240, Public Relations Principles, course in all of its appropriate majors such as Marketing, Advertising and Management. In their new book, "The Fall of Advertising and the Rise of PR," Ries and Ries point out that public relations is playing an increasingly leading role in modern marketing programs and a number of recent studies show that modern corporate CEOs on average spend half their time on internal and external public relations activities.

As mentioned earlier, a significant potential also exists for public relations service courses which reach across colleges and bring professional public relations knowledge and instruction to Ferris State students in other curricula such as Criminal Justice Administration, Pharmacy, Career and Technical Education, Facilities Management, etc. This could be accomplished in two ways. First, by encouraging students in those programs to take the existing Public Relations Principles course, PREL 240, and to consider completing the existing Public Relations Certificate.

A second alternative would be to develop unique, more specialized courses, such as Public Relations for School Administrators or Public Relations for Pharmacists, expressly for the students in that academic program. Several new books have recently become available on some of these specialized topics and these may serve effectively as text books. The emergence of these books are also indications of the interest in and need for such knowledge in many career fields. Care must be taken, however, to match faculty resources in Public Relations to these new requirements so that quality is maintained and that teaching services in the Public Relations Program are not over-promised or over-extended.

8. Recommend that the Public Relations Program Coordinator work closely with the College of Business contact at FLITE to update, improve and expand the public relations resources available to students.

A plan should be developed in conjunction with FSU's Library staff to continue to improve the library's public relations references and resources. As soon as the updated "Public Relations Body of Knowledge" is available from PRSA, the coordinator should develop a plan with the library staff to achieve this recommendation. This program

could be enhanced by a special contributions program among Public Relations alumni, Advisory Committee members, public relations professionals, etc., and this should be explored.

9. Recommend the College of Business provide resources to expand and enhance the awareness of the quality and uniqueness of FSU's public relations major particularly among Public Relations professionals in Michigan and the Midwest.

Research has shown that the awareness of the quality and uniqueness of FSU Public Relations Program appears to still be low among professionals in Michigan. Special programs and efforts need to be made to overcome this handicap and then to expand this communication program into surrounding states and nationwide. Over the long term, such efforts will enhance recruitment, internship placements and job opportunities for both new and old graduates.

It has not been possible to obtain a copy of the Marketing Department budget to determine if any money is available or allocated for an outreach program of this nature. It is known, however, that funds are very restricted and are likely to remain that way for some time. It is also apparent that the Public Relations Program cannot and will not reach its full potential until it establishes its reputation in the minds of those professionals who are most credible in recommending FSU's academic program to young men and women they come into contact with or who seek them out for advice.

**Section 14
Program Review Panel
Evaluation Form**

**Program Review
Panel Evaluation
Form**

(PRP: complete this
form and include with
your report)

Program: Public Relations

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4.67



Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score 4.83



Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

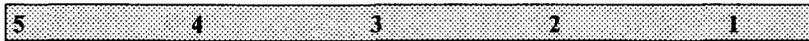
3. Advisory Committee Perceptions of Program Average Score 4.50



Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score 4.33



Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score 4.67



The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**Program Review
Panel Evaluation
Form (page 2)**

6. Use of Profession/Industry Standards

Average Score 4.83

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score 4.67

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score 4.50

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score 4.83

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score 2.67

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**Program Review
Panel Evaluation
Form (page 3)**

11. Facilities

Average Score 3.50

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score 3.83

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 3.83

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 5.00

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 4.00

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

Section 15
Administrative Program
Review: 2002

Program/Department: Public Relations/Marketing Department

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Tenure Track FTE	.81	.88	.76	1.00	1.00
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	33	39	55	64	69
Freshman	11	14	12	22	12
Sophomore	10	12	19	8	17
Junior	6	7	14	19	15
Senior	6	6	10	15	25
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	0	0	0	0	0
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

50

students

What factors limit program capacity?

Number of faculty (number of actual students to program capacity just indicates there may be a need for additional staffing in this program area – future position postings may have to help relieve this)

Financial

	FY 98	FY 99	FY 00	FY 01	FY 02
Expenditures*					
Supply & Expense	See MKTG dept				
Faculty Prof. Development					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					
Equipment					
Voc. Ed. Funds					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					

*Use end of fiscal year expenditures.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

	FY 98	FY 99	FY 00	FY 01	FY 02
Revenues					
Net Clinic Revenue	See MKT Dept				
Scholarship Donations					
Gifts, Grants, & Cash Donations					
Endowment Earnings					
Institute Programs/Services					
In-Kind					

Other

	AY 97/98	AY 98/99	AY 99/00	AY 00/01	AY 01/02
Number of Graduates* - Total	5	6	2	2	8
- On campus	5	6	2	2	8
- Off campus	0	0	0	0	0
Placement of Graduates			50%		
Average Starting Salary			\$24-27,000		
Productivity - Academic Year Average	315.67	267.43	394.94	409	450.40
- Summer	142.67				
Summer Enrollment	9	10	13	24	26

1. a) Areas of Strength:

- P-R curriculum ideally fits FSU Mission of a career-oriented education
- Public relations/marketing/business blend of courses in major
- Unique Public Relations major program - one of three in the USA (*see program review document*)
- P-R Advisory Committee includes national P-R leaders
- Students rate effectiveness of PR instruction as 4.94 on a 5-point scale
- Revised four-year curriculum, two-year transfer and certificate programs for Public Relations were approved in 2000. This included 4 new, 2 substantially revised and 4 continuing courses.
- Department of Labor identifies PR as one of "10 fastest growing professions in this decade"
- Required internship

b) Areas of Concern and Proposed Action to Address Them:

- Enrollment in the major increased to 69 students Fall 2002, doubling in the past three years. This rate of increase will be difficult to maintain. P-R has one of the highest percentages of honor students of any curriculum on campus and average quality of student (based on ACT scores and GPAs) is improving
- Job placement percentages are 100 percent, but is it characteristically a difficult first job career area. Offering the PREL 401 and 402 courses is helping students overcome this challenge.
- Alumni support and involvement is increasing and significant commitment to enhance this can yield significant benefits
- FSU P-R major has low recognition and awareness among Michigan P-R professionals and extra outreach efforts should be implemented
- PREL 491 Internship course needs advising by knowledgeable person in Public Relations
- With enrollment in the program and service courses increasing, it will be necessary to recruit more faculty to teach public relations courses – positions posted now may help alleviate the need

2. Future goals (please give time frame)

- Increase enrollment in P-R major to 75 by the end of the 2002-2003 academic year
- Hold P-R Advisory Council meeting annually
- Establish P-R alumni organization to promote FSU P-R major and host Homecoming get together by Fall 2003

3. Other Recommendations:

- Assign P-R faculty to manage PREL 491 internship course with release time

4. Does the program have an advisory committee? Yes, but has not met recently. Advice is received through active involvement with West Michigan Chapter and National Public Relations Society of America. Serve as Board Member, Chapter Treasurer, and Chair of Education Committee. Participation in Public Relations Society of America National Conference annually.

a) If yes, when did it last meet? 1998

b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
See above

c) When were new members last appointed? Chair recently died unexpectedly so the department is taking this opportunity to restructure and expand the committee membership.

d) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)? Committee is comprised of several members, seven of which are non-alumni

e) **Please attach the advisory committee charge, if there is one.**

5. Does the program have an internship or other cooperative or experiential learning course? Yes

a) **If yes, is the internship required or recommended?** Required, 3 credit hours. Additional internships are also recommended. Additional internships are difficult to promote due to the college's limited commitment to the administrative support necessary to make such experiences truly available.

b) **If no, what is the reason for not requiring such an experience?**

c) **How many internships take place per year? What percentage of majors has internships?** On the average, anywhere from 1 to 11 students per semester. Also all students in PREL 342 and PREL 455 actually complete an internship within the course while working for actual outside clients.

6. Does the program offer courses through the web? No

a) **Please list the web-based (fully delivered through the internet) courses the program offered last year?**

None

b) **Please list the web-assisted (e.g., WebCT) courses the program offered last year.**

None

7. What is unique about this program?

a) **For what distinctive characteristics is it known in the state or nation?**

One of three university/college academic programs in U.S. where Public Relations major is offered in a College of Business. Serves as National prototype for the public relations profession.

b) **What are some strategies that could lead to (greater) recognition?** Plans need to be developed to obtain National Certification from Public Relations Society of America as budget monies and resources permit.

8. Is the program accredited? By whom? If not, why? When is the next review? No, FSU's Public Relations major is housed in a College of Business rather than Communications or Journalism, and thus is not eligible. However, the largest association, Public Relations Society of America (PRSA) has instituted a certification program, for which we would most likely qualify, as a substitution for accreditation.

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?

- Amber Mead, PREL major, is a member of an award winning debate team.
- Jessica Wortley, PREL major, was awarded the Honors Excellence Award last year
- Kari Sederburg and Melissa Jensen, PREL majors, were awarded PRSSA scholarships – 2 out of 4 students Michigan were FSU students!

10. Questions about Program Outcomes Assessment (attach additional sheets, if necessary): **see attachments**

- a) What are the program's learning outcomes?
- b) What assessment measures are used, both direct and indirect? **Each graduate rates each individual course taken at FSU just before graduation.**
- c) What are the standards for assessment results?
- d) What were the assessment results for 2001-02?
- e) How will / how have the results been used for pedagogical or curricular change?
Assessment used to revise and tune curriculum in 2000. Assessments used to revise course syllabi each semester.

9. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes? **Yes**
- b) If not, how do you plan to address discrepancies?
- c) Do you keep all course syllabi on file in a central location? **Department office, B212 and BUS 320, Ron Greenfield's office**

***If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).**

Form Completed by _____

Ron Greenfield, Assoc Professor, Public Relations/H. Lee Meadow, Head, Marketing

Department

Name and Title

Reviewed by Dean _____

Name and Date

Public Relations

APRC Appendices 2003-2004

Section 3 of 4

- Apr. 2 Employee Benefits**
Due: Weekly Progress Report
- Apr. 9 Job Search Issues**
Due: Weekly Progress Report
Assignment: Study chapter 7-15 in Real World
- Apr. 16 Reporting to Work**
Due: Weekly Progress Report
Assignment: Study chapters 16-25 in Real World
- Apr. 23 Managing Your Career**
Due: Weekly Progress Report
- Apr. 30 Course Wrap up**
Due: Weekly Progress Report, Networking Contact forms
- May 5-9 Final Exam Week (Date, time and location to be announced)**
Due: Weekly Progress Report

Networking Contact

Name:

Title:

Business Card

Address:

Phones: (work)

(cell)

(home)

Fax:

Email:

Secretary's name:

Phone:

Email:

Referred by:

Date:

Phone:

Relationship:

Address:

Actions

Date

Type of Action

Notes

Follow up date/action

(Over)

Actions Continued

Date

Type of Action

Notes

Follow up date/action

Weekly Activities Plan

Name _____

Monday Date _____

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Tuesday

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Wednesday

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Thursday

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Friday

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Saturday

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Sunday

Name of contact/organization	Type of action	Comments
------------------------------	----------------	----------

Weekly Productivity Report

Name _____

Week ending _____

Hours spent _____

Networking

	<u>to date</u>	<u>this wk</u>
Number of new network contacts	___	___
Number of letters sent to contacts	___	___
Number of network phone follow ups	___	___
Number of informational interviews	___	___
Number of referrals obtained	___	___
Number of job interviews	___	___
Number of follow up letters sent	___	___

Comments

Ad Responses

Number of ads answered	___	___
Number of responses received	___	___
Number of job interviews obtained from ads	___	___
Number of follow up letters sent	___	___

Internet

Number of resumes placed on internet	___	___
Number of emails sent on net postings	___	___
Number of responses obtained	___	___
Number of job interviews obtained via net	___	___
Number of follow up emails/letters sent	___	___

Job Productivity Review

Successes I had last week:

(Over)

Job Productivity Review Continued

Single best idea from last week:

What I plan to do next week:

Comments/Notes:

PUBLIC RELATIONS CASES

PREL 440

Fall Semester 2002

Noon-1:15 p.m. TR

INSTRUCTOR

Ronald H. Greenfield, Associate Professor - Marketing and Coordinator - Public Relations Major
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: 2-3 p.m. MW, 1:15-2 p.m. TR, 10-11 a.m. F. Additional hours by appointment.

COURSE OVERVIEW

Analyze public relations problems, policies and practices of various institutions and organizations in modern society through case studies. Specific additional emphasis is placed on ethics and international public relations.

PREREQUISITES

PREL 240 (or 340), "B" or better in ENGL 150 and 250.

OBJECTIVES

1. To critically analyze a variety of strategic public relations programs.
2. To better understand the processes utilized by professionals to effectively manage public relations issues.
3. To apply public relations theory, tools and tactics to strategically address situations, opportunities and problems.
3. To develop the practical, applied knowledge essential to launch a successful public relations career.

TEXTBOOK

Center, Allen H. and Jackson, Patrick, *Public Relations Practices: Managerial Case Studies and Problems*, Fifth Edition, Engelwood Cliffs, N.J., Prentice Hall, 1995. ISBN 0130981532

Additional articles and materials will be handed out, as appropriate, during class sessions.

Students may also find it helpful to utilize public relations texts used in past courses including "The Practice of Public Relations," "Public Relations Writing and Media Techniques" and "Lesly's Handbook of Public Relations and Communications." Additional reference books and materials are available at FLITE.

GENERAL REQUIREMENTS

1. Membership in the Public Relations Student Society of America and the Ferris State Chapter is required of all PREL 440 students. An annual membership is \$41 for national PRSSA and \$10 for the FSU chapter. These fees will be collected at class September 3.
2. From time-to-time, we will also discuss significant public relations issues, opportunities and programs that are currently occurring around us; particularly as they relate to a case or topic being studied. To effectively participate in these exchanges, students are expected to be aware of "real world" events and developments, to analyze the public relations aspects and to share these ideas with others in class.

3. Student preparation and participation are essential to success in this discussion course. As a result, regular class attendance is required. Attendance is taken at Noon. Each unauthorized absence, after two, will lower your final grade by one letter.

4. Assignments are due at the beginning of the class session indicated in the class schedule. Late submission will automatically result in a grade of "0" on the paper.

5. Accuracy is essential in public relations. Proofreading is your personal responsibility and spelling, grammar and similar errors will significantly lower your grades. Disregard for accuracy and professionalism may result in automatic rejection of the entire project.

6. All course work submitted must be the original and the individual work of the student. Plagiarism will be grounds for automatic failure in PREL 440. See the FSU Student Handbook, Section VI, A. Academic Misconduct for further guidance.

7. Each student is required to have a new, empty computer disk to use only for PREL 440 projects this semester.

8. All papers will be typed, double-spaced and stapled in the upper left corner.

CASE STUDY ANALYSIS

1. Sixteen specific cases (two per chapter) are assigned for analysis by students during the semester. See the Class Schedule for case numbers and due dates. The student will read, study and analyze the case and be prepared to respond in class to the questions raised at the end of the case.

2. In addition, the student will prepare a detailed, written Case Study Analysis that is handed in and is worth 20 points. The analysis will be a written outline (approximately one page) covering the points and headings shown below. A more detailed outline (page 7) and a sample Case Study Analysis (page 8) are attached to this syllabus. The lowest grade on a Case Study Analysis will be dropped, counting only 15 papers.

- I. Case number and title**
- II. Issue statement**
- III. Behavior change**
- IV. Discussion**
- V. Additional questions**
- VI. Additional research**

3. It is imperative that each student complete the assigned reading and preparation on each case because, on occasion, a student will be selected to lead the class in the case discussion.

CHAPTER PROBLEM QUESTIONS.

1. On Problems 2, 4, 6 and 8 each student will prepare written answers to the questions asked in the problem statement. Because some of these questions are difficult to understand, students should use the listing of Chapter Problem Questions included on pp 10-14 of this syllabus.

2. Each of these Chapter Problem Questions papers is worth 25 points and all four will be counted toward your grade.

CHAPTER PROBLEM QUESTONS AND ANALYSIS

1. Four of the Chapter Problems (3, 5, 7 and 9) require written analyses in addition to written answers to the questions. These Problem Analysis generally consist of developing a Four-Step Public Relations Plan to address the issue. Each analysis will be approximately 4-5 pages in length in addition to the answers to the questions. The paper will is worth 100 points.
2. These papers are due at the start of the class session as shown in the Course Schedule. Late submission is not acceptable. All four grades will be used to compute your final grade. However, a student may complete a Chapter Problem Questions and Analysis on Problem 10 to replace one of the assigned papers. This is due December 5.
3. The outline format to be used to prepare these analyses is shown below. A more detailed outline is attached (page 9).

- I. Problem questions/answers
- II. Problem analysis
 - A. Research
 1. Issue statement
 2. Situation analysis
 3. Research
 - B. Planning
 1. Goals
 2. Publics
 3. Objectives
 - C. Implementation
 1. Strategies
 2. Message
 3. Tactics
 - D. Evaluation
 1. Monitoring
 2. Post-program

GRADING SYSTEM

The following evaluation methods will be used (1300 points maximum).

Case Study Analysis (15 @ 20 points each) = 300 points
(16 assigned with the lowest grade dropped)

Chapter Problem Questions (4 @ 25 points each) = 100 points
(Problems 2, 4, 6 and 8)

Chapter Problem Analysis (4@ 100 points each) = 400 points
(4 assigned ... Problems 3, 5, 7, and 9 ... with the option of also doing Problem 10 to replace the lowest grade)

Class Discussion = 300 points

Final Exam = 200 points

Extra Credit - Case Study Analysis may also be prepared on any of the unassigned cases for extra credit. Each such analysis is worth 20 points. A maximum of three extra cases (60 points) may be submitted.

These points will convert to final letter grades by using the following percentages.

A	92% or higher	C	72-77%
A-	90-91%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%	F	59% or lower

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revision, as appropriate, during the semester and any such changes will be announced in class.

Aug. 27 Orientation and Discussion of Course Objectives, Internships
Assignment: Read Chapter 1, Paper on Plato's Allegory

Aug. 29 Discuss Basic Public Relations Concepts
Due: Allegory paper
Assignment: Read Chapter 2, Respond to Problem 1 questions

Sept. 3 Discuss Chapter 1 Problem and Public Relations Planning and Programming
Due: PRSSA membership dues
Assignment: Read and analyze Chapter 2 Problem and prepare answers to questions only.
Write to a Michigan based public corporation requesting a copy of its latest annual report.

Sept. 5 Discuss Chapter 2 Problem
Assignment: Read Chapter 3 and prepare case 3-2

Sept. 10 Discuss Employee Relations Chapter and Case
Due: Case 3-2
Assignment: Prepare Case 3-3

Sept. 12 Discuss Employee Relations Case
Due: Case 3-3
Assignment: Do Chapter 3 Problem Questions and Analysis

Sept. 17 Discuss Chapter 3 Problem
Due: Chapter 3 Problem
Assignment: Read Chapter 4 and prepare case 4-2

Sept. 19 Discuss Community Relations Chapter and Case
Due: Case 4-2
Assignment: Prepare case 4-4

Sept. 24 Discuss Community Relations Case
Due: Cases 4-4
Assignment: Do Chapter 4 Problem Questions only for 4-A and 4-B

Sept. 26 Discuss Chapter 4 Problem
Due: Chapter 4 Problem
Assignment: Read Chapter 5 and prepare Case 5-1

- Oct. 1 Discuss Investor Relations Chapter and Case**
Due: Case 5-1
Assignment: Prepare Case 5-2
- Oct. 3 Discuss Investor Relations Case**
Due: Case 5-2
Assignment: Do Chapter 5 Problem Questions and Analysis
(Use the annual report for 5-A and prepare 4-Step on 5-B only)
- Oct. 8 Discuss Chapter 5 Problem**
Due: Chapter 5 Problem
Assignment: Read Chapter 6 and prepare Case 6-2
- Oct. 10 Discuss Consumer Relations Chapter and Case**
Due: Case 6-2
Assignment: Prepare Case 6-3
(Note-For Case 6-3 reread the case in your 340 text)
- Oct. 15 Discuss Consumer Relations Case**
Due: Case 6-3
Assignment: Do Chapter 6 Problem Questions only
- Oct. 17 Discuss Chapter 6 Problem**
Due: Chapter 6 Problem
Assignment: Read Chapter 7 and prepare Case 7-2
- Oct. 22 Discuss Media Relations Chapter and Case**
Due: Case 7-2
Assignment: Prepare Case 7-3
- Oct. 24 Discuss Media Relations Case**
Due: Case 7-3
Assignment: Do Chapter 7 Problem Questions and Analysis
(Prepare 4-Step on 7-A only)
- Oct. 29 Discuss Chapter 7 Problem**
Due: Chapter 7 Problem
Assignment: Read Chapter 8 and prepare Case 8-1
- Oct. 31 Discuss Public Issues Chapter and Case**
Due: Case 8-1
Assignment: Prepare Case 8-3
- Nov. 5 Discuss Public Issues Case**
Due: Case 8-3
Assignment: Do Chapter 8 Problem Questions only
- Nov. 7 Discuss Chapter 8 Problem**
Due: Chapter 8 Problem
Assignment: Read Chapter 9 and prepare Case 9-2 (Case Analysis on Bhopal only)
- Nov. 12 Discuss Crisis Management Chapter and Case**
Due: Case 9-2
Assignment: Prepare Case 9-3

- Nov. 14 Discuss Crisis Management Case**
Due: Case 9-3
Assignment: Do Chapter 9 Problem Questions and Analysis
- Nov. 19 No Class - National PRSA and PRSSA Conventions**
- Nov. 21 Discuss Chapter 9 Problem**
Due: Chapter 9 Problem
Assignment: Read Chapter 10 and prepare Case 10-2
- Nov. 26 Discuss Ethics, Standards and Values Chapter and Case**
Due: Case 10-2, Any and all extra credit cases
Assignment: Prepare Case 10-7
- Nov. 29 No Class-Thanksgiving**
- Dec. 3 Discuss Ethics, Standards and Values Case**
Due: Case 10-7
Assignment: Read and analyze Chapter 10 Problem, Read Chapter 11
(Note- Problem 10 may also be prepared as a Problem Questions and Analysis to replace one assigned.)
- Dec. 5 Discuss Chapter 10 Problem, Chapter 11 and Course Wrap-up**
Due: Chapter 10 Problem , any desired substitute Problem 10 Questions and Analysis
Assignment: Study for Final Exam
- Dec. 10 Final Exam, 12-1:40 p.m.**
Covers all text chapters, cases, problems, lectures, discussions, etc., and will consist of preparing a 4-Step Public Relations Plan to address an issue.

8/02

CASE ANALYSIS FORMAT

I. Case number and title

II. Issue statement

(One sentence statement of issue, problem or opportunity)

III. Behavior Change

(List the 3-4 principal publics involved. This program produced what behavior change by whom?)

	<u>Public</u>	<u>Old Behavior</u>	<u>New Behavior</u>
A.			
B.			
C.			
D.			

IV. Discussion (In 100 words or less)

- A. Cite the public relations principle(s) or maxim(s) applied in this case and describe why they made the program successful.
- B. Describe how you would have responded differently to this issue to make the public relations effort more effective.
- C. Describe at least one public relations lesson you learned that you can apply after graduation.

V. Additional questions

(List at least two additional questions raised by this case that you would like to have the class discuss. These are in addition to those posed by the author at the end of the case.)

- A.
- B.

VI. Additional research

(Discussion of additional sources research and your analysis of implications to this case. Cite the specific source used and attach a copy.)

SAMPLE CASE ANALYSIS

I. Case 99-5, Rape at Booke College

II. Issue statement

Booke College provides a safe environment for students despite the rape of a 19-year-old sophomore on September 26.

III. Behavior Change

Public

- A. Female Booke students
- B. Parents of Booke Females
- C. Female Booke employees
- D. All Booke students/staff
- E. Female Stanwick residents

Old Behavior

- Reduce campus movements
- Withdraw daughters from college
- Avoid nonessential movements
- Reduce involvement on campus
- Avoid campus community

New Behavior

- Resume normal campus activities
- Increase female enrollment
- Move freely about campus
- Record attendance at events
- Attend campus events

IV. Discussion

A. In the campaign message for female students Booke's PR staff applied the maxim "An appeal to audience self-interest is most likely to be acceptable." The small group meetings throughout campus used the maxim about personal contact bring the most effective means of communication.

B. Rather than just a one-way response from the Booke administration by just hiring more security people, I believe the longer term impact of the program would have been enhanced by getting many campus student organizations and groups involved in programs to make the campus safe. This personal involvement would strengthen and enhance the impact of the programs and build a stronger campus community.

C. An organization's or community's reputation is very fragile and at a time of crisis can be dramatically, negatively impacted. It illustrates the need to act quickly to provide information on serious incidents and to have programs planned and ready to implement to minimize the negative impact of a crisis.

V. Additional questions

- A. How would you involve campus student organizations in this program?
- B. What special programs would you include in your crisis plan for such an event?
- C. Why was the initial press conference by the President such a failure?

VI. Additional research

"Campus Rocked by Student Rape," *Stanwick Tribune*, page 1, September 27, 1992.

"Student Groups Launch Rape Prevention Programs," *Daily Illini*, page 7, March 3, 1989.

"Major Campus Crimes Increase 12 Percent," *US News and World Report*, page 32, June 21-28, 1997.

CHAPTER PROBLEM QUESTIONS AND ANALYSIS

I. Problem Questions/Answers

Respond briefly to the questions asked at the end of the Problem narrative in the text. Use the Chapter Problem Questions attached to this syllabus. Repeat (type) the question and then your answer.

II. Problem Analysis

Identify, analyze and/or make recommendations on each element in the Problem as outlined below. If the problem narrative does not provide the basic information necessary to respond to one of these questions/statements, please indicate.

A. Research

1. **Issue Statement-** State the problem/opportunity/issue.
2. **Situation Analysis-** Briefly summarize the situation and its potential ramifications.
3. **Research-** What research technique(s) should be used and by whom? What especially significant fact(s)/information should the research determine?

B. Planning

1. **Goals-** What should be the campaign goal(s)?
2. **Publics-** List the target publics in order of importance and describe each public's self-interest in the issue .
3. **Objectives-** What should be the objectives of the campaign? Show direction, amplitude and a deadline.

C. Implementation

1. **Strategies-** Identify the communications strategies you would select to achieve each objective.
2. **Message-** What should be the key campaign message(s) for each public?
3. **Tactics-** What tactics and media should be utilized to convey the messages and under what sequence and general timetable?

D. Evaluation

1. **Monitoring-** How should the program be evaluated while it was underway so that necessary adjustments can be made?
2. **Post-Program-** How should the overall program be evaluated when completed to determine if it achieved the campaign goals?

Chapter Problem Questions

Problem 1 Breaking in an Employer

1. What modifications will you have to bring about...
 - in George Workard's notions about the (public relations) function,
 - his attitudes toward various public constituents and opposition groups,
 - and, perhaps, his personal style?
2. What aspects of the situation do you see as ...
 - problems requiring change or correction
 - opportunities to be seized, protected and exploited?
3. Set four or five personal and private goals that might take two or three years... and for each goal put down a specific objective to attain in six months and another to reach by the end of your trial year?
4. Write a proposal to Mr. Workard seeking his approval of a project or two that would get you started?

Problem 2 Putting the PR Process to Work

1. Organize your findings into a situation analysis that can be the basis for a strategic planning session?
2. Put on paper exactly how you will proceed step by step? Be specific.
3. Make a situational outline of what you will say at the firm's meeting to lead off discussion?

Problem 3 What Price "Good" Employee Relations?" (Prepare Questions and Analysis)

1. As director of public relations for Safeplay, assess the repercussions if the town's police are called in and legal actions taken. Offer any other resolutions that would "better serve the interests of all involved."
2. What actions, and in what sequence, would you propose and why?
3. How would you deal with the recommendations of the lawyer and of the personal manager without setting up an adversary situation?

Prepare a detailed Problem Analysis covering the public relations activities you would recommend to deal with this issue from an employee perspective.

Problem 4

4-A Helping Isn't Always Easy

1. What research is essential to discover why the literacy program hasn't taken off?
2. Describe how you will design and budget (time and money) a research program to give you the information necessary to implement a successful recruiting program for students and tutors.

4-B Adjusting to a Change in Command

1. What options does George have in trying to preserve the gains in public relations attained during the past ten years?
2. What would be the most effective way of establishing a proactive relationship with the new president?
3. What would be your overall strategy for maintaining the college's relationships with its important stakeholders?
4. Given the personality of the new president what role would you allot to him in maintaining the college's reputation?
5. How would you gain support for the strategy?

Problem 5 (Prepare Questions and Analysis)

5-A Can an Annual Report Please Everyone?

Note: (Use the Annual Report you wrote for earlier in this class)

1. What questions would you ask and what research will you do before you start your basic strategy plan for the report?
2. Your research indicates the desirability of some major changes in the content and design of the report. Draw up a formal outline of your approach, including:
 - Overall theme in words and graphics (with your rationale)
 - Table of contents—indicating obligatory information
 - Preliminary concepts for cover and layout
 - Photography needs or other visual techniques
 - Printing costs, including number of copies (assume \$2.50/copy unit cost)
 - A time table with deadlines
 - Approval process diagram
3. How will you suggest reducing the cycle time required to produce the annual report.
4. What secondary audiences should receive copies?

5-B Here Comes that Man Nader, Again

1. What will you do before you fire up your word processor to write the letter?
2. Write a draft of the letter you recommend the President approve and sign and cover memo to the President explaining to him/her the rationale for your approach.

Select one of the companies identified and prepare a Problem Analysis (4-Step Plan) to respond to Nader's news release/USA Today article.

Problem 6

6-A Wine Bar Needs Repositioning

1. What type of research would you use to:
 - a. determine how to manage customers satisfaction
 - b. attract new customers
 - c. retain loyalty of existing customers
2. Outline a one-year strategic marketing plan that prioritizes your publics and uses a mix of one-way and two-way communications activities with evaluation methods built in. Provide a budget that allocates the \$11,000 between research and customer relations activities.
3. What issues should Berry's be speaking out on, considering the enormity of alcoholism and driving-while-intoxicated problems, so much in the news today? How would you position Berry's as a socially responsible drinking establishment?

6-B Good Intentions, Bad Results

1. Given the four-step planning process, and the aforementioned events, what might you set as your objective, your strategy and your main tactics in helping resolve the problem before it boils over into the community and into a court room?
2. What might you recommend to your father regarding the do's and don'ts of customer and community relations in the future, and communicating about those relations?

Problem 7 (Prepare Questions and Analysis)

7-A Employer Interests and Media Interests in Conflict

1. Who was right, Ted? The bureau chief? Both? Neither?
2. If you had been Ted, how could you have handled the situation so that your employer's interests and your good media relationship with George were both protected at the time and for the future?
3. What would you have done differently?
4. If your company was publicly owned, would you have acted differently when George called?

Prepare a Problem Analysis (four-step plan of action) you would follow if you were Ted and were confronted by an AP reporter who was a friend.

7-B Dealing with the Media in a Sticky Situation

1. You ask yourself:
 - Who are the groups that are garbling the message?
 - What other groups are likely to become involved?
 - What are the likely behaviors of each group?

- How can I minimize their messages and maximize mine to the publics I would like to reach?
- Can I reach those publics without utilizing usual venues, in order to avoid media, political and activist gatekeepers?

2. With those questions in mind, how would you go about creating a plan to reach key publics with one-on-one communication in order to stay some of the immediate damage caused by the negative reactions of those groups who have been most vocal?

3. Couldn't AT Software have avoided this negative uproar to MER? What actions should have been taken before presenting this product to the public through the media?

Problem 8

8-A Smoke Out Can be a Hot Potato

1. With this (successful message strategy) in mind, what further background research will you do before you start defining the objectives and activities of your program? Who will you talk to, what concerns do you anticipate, and how will you deal with them?

2. Using the feedback from the research, define the objectives of your program and describe and explain how the proposed activities will support your communications strategy; include some means of measuring the success in attaining your objectives.

3. Do you see any ethical issues that might arise in handling the situation? If you do, how would you deal with them?

8-B Refereeing a New Kind of Game

1. Your boss instructs you to make up an invitation list of about fifteen organizations... a brief statement of meeting purpose and a tentative agenda for the meeting. Before you start, what issues affecting other members of the firm and the firm's reputation in the community might you want to discuss with your supervisor? How would you suggest dealing with them?

2. Do you agree with the suggestion that the invitation list should include city hall and the police department? If so, why? If not, on what basis would you suggest omitting them?

3. Would you include Mrs. Safeway or Brother Omans or both in this initial meeting? What could be the positive and negative results of having them there?

4. What would be your list, the statement to invitees, and the agenda?

5. What would be your recommendation in alerting or not alerting the media and dealing with the possibility of a premature leak?

Problem 9

When Associates Disagree in Handling an Emergency (Prepare Questions and Analysis)

1. What would be the best course to follow now? Everything considered, what immediate initiatives – if any – would you take?

2. What further issues can be anticipated as a result of the crisis? How would you recommend dealing with them?

Now that you have handled the immediate crisis, prepare a detailed, but general, four-step public relations plan that Reliable Steel should include as an integral part of its Corporate Crisis Plan to deal with similar future situations.

Problem 10
Whether to Blow the Whistle

1. What are you going to do – specifically?

...in what sequence?

...with what goals?

...and what personal strategy and tactics?

(If you desire, you may prepare a detailed plan using the Four-Step Public Relations Process and submit it to replace one of your four required Chapter Problem Questions and Analysis papers.)

PUBLIC RELATIONS CAMPAIGNS

PREL 455

Winter Semester 2003

Noon-1:15 p.m. TR

INSTRUCTOR

Ronald H. Greenfield, Associate Professor – Marketing, Coordinator - Public Relations Major
Office: College of Business, Room 320, Ph. 591-2448 (H 796-5036), email ronald_greenfield@ferris.edu
Office Hours: 12-1 p.m. MWF, 1:15-2 p.m. TR. Additional hours by appointment.

COURSE OVERVIEW

The capstone course for students who plan to pursue a career in public relations. Operating as an account executive in a public relations agency, the students research, plan, prepare and evaluate a public relations campaign for an existing company, organization or institution. Prerequisites PREL 341, 342 and 440.

OBJECTIVES

1. To apply the principles, skills, tools and tactics taught in prior public relations course work to manage a significant issue, capitalize on a key opportunity or solve a major problem.
2. To plan a comprehensive public relations campaign for an existing company, organization or institution that may then be implemented by the client.
3. To provide a "hands-on" professional experience that facilitates the student's transition into a public relations career.
4. To produce a quality work sample for student portfolios.

TEXTBOOK

Smith, Ronald D., *Strategic Planning for Public Relations*, First Edition, New Jersey, Lawrence Erlbaum Associates, Inc., 2002. ISBN 0-8058-4233-0

Additional materials utilized will include handouts, library reference books, texts from your prior public relations courses, AP Stylebook, etc., as appropriate.

GENERAL REQUIREMENTS

1. This capstone course will be the culmination of your public relations education at Ferris State. As such, PREL 455 is expected to be your "Number 1" priority regardless of the requirements of your other courses, employment, campus activities, etc. Individual discipline and responsibility will be required because the project work will be done with minimal direct supervision.
2. Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter is required of all PREL 455 students. Annual membership dues are \$41 for national PRSSA and \$10 for the FSU chapter. These fees will be collected at class January 29 for those students who are not already members. PRSSA membership qualifies the student for Associate membership in the Public Relations Society of America (PRSA) at the reduced rate of \$60 per year and no initiation fee (The normal rates are annual dues - \$225 and initiation fee - \$65). Eligibility for this PRSA Associate Member status lasts for two years after graduation.
3. The requirements of this class are developed and structured to continue to accustom students to the demands of public relations work and to the business standards that will be experienced when entering the work force after graduation.

4. Regular class attendance is required. Attendance will be taken at noon and anyone arriving late will be marked absent. Each unauthorized absence after two will lower your final grade by one letter. Only university authorized absences will be accepted and the student is responsible for providing a copy to the instructor in advance.

5. All deliverables/assignments are due at the beginning of class on the dates shown in this syllabus or as otherwise designated at the time of the assignment. Any changes in these due dates will be announced in class. Each day of tardiness on an assignment will lower your grade by one letter. Any assignment turned in one week or more late will automatically be awarded 0 points.

6. It is critical that students read and study the chapters assigned in the textbook. If that is not done, the deliverables/projects required in this course become very difficult. An unannounced quiz may be administered during a class session following a reading assignment to insure that the student has studied and understands the application of the information covered in the respective chapters.

7. Many of our class meetings will involve group discussions of each student's project and the brainstorming of ideas, suggestions, solutions to problems, etc. Students do not really compete with one another in this course for a set limit of "A"s, "B"s, etc. We operate much as a public relations agency with account executives helping one another with our respective clients so the agency as a whole will be successful. Hopefully, this mutual support and input will lead to each account being very well served and each account executive earning an "A" in PREL 455.

8. The provisions of Public Relations Society of America's Member Code of Ethics 2000 (summary attached, also see pp 299-308 of textbook) will apply to all conduct and work in PREL 455. Proper handling of confidential client information is also essential. A violation of either of these two requirements will result in an "F" in this entire course.

9. All materials and programs developed for a client as part of this course must be the original work of the account executive. Proper credit must always be given for the work of others. Plagiarism will be grounds for automatic failure of PREL 455. See "Section VI, A. Academic Misconduct" section of the FSU Student Handbook for further guidance.

10. Proofreading and accuracy are essential habits/requirements in the public relations profession. Each account executive is responsible for the quality of any product personally submitted. Sloppy work will not be tolerated, will be rejected and will be subject to penalty while being corrected.

THE CAMPAIGN

1. The PREL 455 course will be organized and managed much as an actual public relations consulting agency serving several clients. The instructor will act as agency owner with each student functioning as an account executive serving a real client. Each account executive will be prepared to report on the status of his/her campaign during a brief staff meeting each Tuesday at the beginning of class.

2. Each account executive will prepare a weekly timesheet (copy attached) that will be turned in to the agency president at the beginning of class each Tuesday, beginning January 28. The time sheet will cover Monday thru Sunday of the prior week. There is no acceptable excuse for missing this deadline, so plan accordingly. Each time sheet is worth 10 points.

3. The account executive will select and secure his/her own client, subject to the approval of the agency owner. This client will be an existing company, organization or institution. Be sure your client understands the nature of this course, the type of work product involved, the structure of this process and deadline schedule and the essential nature of their cooperation and availability to fulfilling course deadlines. Most clients are extremely busy and are notoriously hard to reach. So plan accordingly, establish regular schedules and give early warning of essential meetings and deadlines.

4. The campaign developed by each account executive will basically cover all phases of the Four-Step Process. The following outline headings will be used in preparing the various elements of your campaign.

- I. Definition of the issue
 - A) Problem/opportunity statement
 - B) Situation Analysis
- II. Plan for proposed program
 - C) Goal(s)
 - D) Target publics
 - E) Objectives
- III. Implementation and communication
 - F) Message(s)
 - G) Communication strategies
 - H) Program tools and tactics
 - I) Timetable
 - J) Budget
- IV. Evaluation of the program
 - K) Mid-course adjustments
 - L) Post-program research

The text book varies from time-to-time from this outline and the terminology used, thus the information in the book must be studied thoroughly and adapted, as appropriate, to fit the outline above.

5. This course is Public Relations Campaigns so the program an executive develops must focus on public relations not advertising or other approaches, techniques or tools. This requires that you frankly assess your client's needs and convince him/her that public relations is the basic approach that will most effectively fulfill those requirements.

6. All presentations to your client must be of the finest quality ... correct, thorough, neat and professional; just as will be expected by your boss in your job after graduation. Thus, all presentations must initially be prepared as a typed, word-for-word text with hard copies of visuals and/or samples and submitted to and approved by the agency owner (the course instructor) at least two days in advance of formal presentation to your client. Note that the oral presentation itself must also be in written form but this will normally be an outline format rather than word-for-word and will be turned in to the instructor, along with hard copies of the visuals, immediately after the presentation is given. Failure to provide both of these versions will lower your grade on the presentation by one letter.

GRADING SYSTEM

A student's final grade will be allocated to each deliverable/assignment in the course as outlined below. The total points possible are 1,880.

Letters (three @ 25 points each)	75
Initial Client Presentation	100
Research - Survey	200
Research - Situation Analysis	150
Planning - Goals/Publics/Objectives	75
Planning - Message/Strategies	50
Planning - Tactics	100
Planning - Timetable/Budget	50
Evaluation and Adjustment	50
Communication - Tool Production/Execution	300
Final Presentation to Client	200
Evaluation by Client	200
Class discussion, etc.	200
Timesheets (13)	130

These deliverables/assignments are due as indicated in the following class schedule. These points will convert to final grades according to the schedule below:

A 92% and above	C 72-77%
A- 90-91%	C- 70-71%
B+ 88-89%	D+ 68-69%
B 82-87%	D 62-67%
B- 80-81%	D- 60-61%
C+ 78-79%	F 59% and below

CLASS SCHEDULE AND COURSE OUTLINE

- Jan. 14** Course introduction, discuss resumes
Due: Signed contract, Student Data form
Assignment: Read Introduction pp 1-15, Complete/revise resume, if necessary
- Jan. 16** Discuss client selection, prior campaigns, weekly timesheets, evaluations forms
Due: Current resume
Assignment: Select client, read Step 1-2 chapters pp 17-32
- Jan. 21** Discuss clients, initial client presentation
Due: Client Information form
Assignment: Schedule client meeting/presentation, prepare confirmation letter
- Jan. 23** Discuss confirmation letter and leave behind
Due: Confirmation letter
Assignment: Send confirmation letter, prepare word-for-word client presentation
- Jan. 28** Practice client presentations
Due: Begin filing weekly timesheets, word-for-word client presentation, leave behind
Assignment: Finalize client presentation
- Jan. 30** Practice client presentations
Assignment: Make client presentation
- Feb. 4** Practice client presentations
Assignment: Make client presentation, read Appendix A pp 255-298
- Feb. 6** Discuss survey research
Assignment: Prepare research plan and instrument
- Feb. 11** Review research plans
Due: Research plan and instrument
Assignment: Conduct research
- Feb. 13** Conduct research
- Feb. 18** Discuss research report
Assignment: Prepare research report
- Feb. 20** Discuss research findings
Assignment: Review Steps 1-2 chapters pp 17-32

- Feb. 25 Discuss situation analysis**
Due: Research report
Assignment: Prepare situation analysis
- Feb. 27 Discuss situation analysis and research implications**
Assignment: Study Steps 3-4 pp 38-81
- Mar. 4 Discuss goals, publics and objectives**
Due: Situation analysis
Assignment: Prepare goals, publics and objectives sections, study Steps 5-6 pp 82-150
- Mar. 6 Discuss strategies and messages**
Due: Goals, publics and objectives
Assignment: Prepare messages and communication strategies sections, study Step 7 pp 151-210
- Mar. 10-14 No Class - Spring Break**
- Mar. 18 Discuss tactics**
Due: Messages and communication strategies sections
Assignment: Prepare tactics section, study Step 8 pp 211-228
- Mar. 20 Discuss timetable and budgets**
Due: Tactics section
Assignment: Prepare timetable and budget sections, study Step 9 pp 229-254
- Mar. 25 Discuss evaluation**
Due: Timetable and budget sections
Assignment: Prepare evaluation section
- Mar. 27 Discuss tool production and execution**
Due: Evaluation section
Assignment: Prepare list of production projects, schedule final presentation meeting with client, prepare presentation confirmation letter.
- Apr. 1 Work on production/execution**
Due: List of tools and tactical materials, etc. to be prepared; final presentation date, presentation confirmation letter
Assignment: Send confirmation letter, work on production and execution
- Apr. 3 Work on production/execution**
Assignment: Work on production and execution
- Apr. 8 Discuss final client presentations**
Assignment: Prepare final client presentation and campaign booklet
- Apr. 10 Rehearse final client presentations**
Due: Final client presentation word-for-word and visuals
Assignment: Work on production/execution
- Apr. 15 Rehearse final client presentations**
Due: Final production and execution section
Assignment: Complete work on production/execution,
- Apr. 17 No Class - Easter Break**

Apr. 22 Rehearse final client presentations

Assignment: Finalize client presentation, prepare final campaign booklet

Apr. 24 Client presentations (Start at 11 a.m.)

Due: Final client presentation outline and visuals, final campaign booklet

Assignment: Prepare thank you letter

Apr. 29 Client presentations (Start at 11 a.m.)

May 1 Client presentations (Start at 11 a.m.)

May 6 Noon-1:40 p.m. Client presentations, course wrap-up

(Note: May 6, 10-12 a.m., Room 327 will also be used for final presentations, if necessary)

MEMBER STATEMENT OF PROFESSIONAL VALUES

This statement presents the core values of PRSA members and, more broadly, of the public relations profession. These values provide the foundation for the Member Code of Ethics and set the industry standard for the professional practice of public relations. These values are the fundamental beliefs that guide our behaviors and decision making process. We believe our professional values are vital to the integrity of the profession as a whole.

ADVOCACY

- We serve the public interest by acting as responsible advocates for those we represent.
- We provide a voice in the marketplace of ideas, facts, and viewpoints to aid informed public debate.

HONESTY

- We adhere to the highest standards of accuracy and truth in advancing the interests of those we represent and in communicating with the public.

EXPERTISE

- We acquire and responsibly use specialized knowledge and experience.
- We advance the profession through continued professional development, research, and education.
- We build mutual understanding, credibility, and relationships among a wide array of institutions and audiences.

INDEPENDENCE

- We provide objective counsel to those we represent.
- We are accountable for our actions.

LOYALTY

- We are faithful to those we represent, while honoring our obligation to serve the public interest.

FAIRNESS

- We deal fairly with clients, employers, competitors, peers, vendors, the media, and the general public.
- We respect all opinions and support the right of free expression.

- Disclose financial interest (such as stock ownership) in a client's organization.
 - Avoid deceptive practices.
- Safeguarding Confidences*
- Safeguard the confidences and privacy rights of present, former, and prospective clients and employees.
 - Protect privileged, confidential, or insider information gained from a client or organization.
 - Immediately advise an appropriate authority if a member discovers that confidential information is being divulged by an employee of a client company or organization.

Conflicts of Interests

- Act in the best interests of the client or employer, even subordinating the member's personal interests.
- Avoid actions and circumstances that may appear to compromise good business judgment or create a conflict between personal and professional interests.
- Disclose promptly any existing or potential conflict of interest to affected clients or organizations.
- Encourage clients and customers to determine if a conflict exists after notifying all affected parties.

Enhancing the Profession

- Acknowledge that there is an obligation to protect and enhance the profession.
- Keep informed and educated about practices in the profession to ensure ethical conduct.
- Actively pursue personal professional development.
- Decline representation of clients or organizations that urge or require actions contrary to this Code.
- Accurately define what public relations activities can accomplish.
- Counsel subordinates in proper ethical decision making.
- Require that subordinates adhere to the ethical requirements of the Code.
- Report ethical violations, whether committed by PRSA members or not, to the appropriate authority.

PROVISIONS AND GUIDELINES

Within the following provisions, a member shall:

Free Flow of Information

- Preserve the integrity of the process of communication.
- Be honest and accurate in all communications.
- Act promptly to correct erroneous communications for which the practitioner is responsible.
- Preserve the free flow of unprejudiced information when giving or receiving gifts by ensuring that gifts are nominal, legal, and infrequent.

Competition

- Follow ethical hiring practices designed to respect free and open competition without deliberately undermining a competitor.
- Preserve intellectual property rights in the marketplace.

Disclosure of Information

- Be honest and accurate in all communications.
- Act promptly to correct erroneous communications for which the practitioner is responsible.
- Investigate the truthfulness and accuracy of information released on behalf of those represented.
- Reveal the sponsors for causes and interests represented.

MEMBER CODE OF ETHICS PLEDGE

I pledge:

To conduct myself professionally, with truth, accuracy, fairness, and responsibility to the public; to improve my individual competence and advance the knowledge and proficiency of the profession through continuing research and education; and to adhere to the articles of the Member Code of Ethics 2000 for the practice of public relations as adopted by the governing Assembly of the Public Relations Society of America.

I understand and accept that there is a consequence for misconduct, up to and including membership revocation. And, I understand that those who have been or are sanctioned by a government agency or convicted in a court of law of an action that is in violation of this Code may be barred from membership or expelled from the Society.

*Year of most recent revision

PREL 455 INITIAL PRESENTATION EVALUATION

AE's Name _____ Start ____:____ End ____:____

Clients Name _____

	Ex.		Av.		Poor	
1. AE's dress, bearing, professionalism	7	6	5	4	3	2 1
2. Organization, preparation, length	7	6	5	4	3	2 1
3. Clarity of presentation	7	6	5	4	3	2 1
4. Explanation of PR role/value/techniques	7	6	5	4	3	2 1
5. Knowledge AE displays of PR	7	6	5	4	3	2 1
6. Understanding of client needs	7	6	5	4	3	2 1
7. Rapport with client	7	6	5	4	3	2 1
8. Quality of Q&A responses	7	6	5	4	3	2 1
<i>Total</i>						<i>X 1.43 =</i>
9. Quality of leave behind book (20 %)	7	6	5	4	3	2 1

Total *X 2.85 =*

Word-for-word test and visuals yes no (minus 10 points)

Grand Total =

COMMENTS:

PREL 455 FINAL PRESENTATION EVALUATION

AE's Name _____ Start time ____:____

Client _____ End time ____:____

	<u>Ex.</u>	6	5	<u>Av.</u>	3	2	<u>Poor</u>	<u>N/A</u>
1. Room setup, dress, bearing, etc.	7							
2. Organization and length of presentation	7							
3. Clarity of presentation	7							
4. Presentation covered highlights	7							
5. Presenter sold solutions	7							
6. Program addressed client needs	7							
7. Knowledge AE displayed of PR	7							
8. AE's enthusiasm and interaction with client	7							
9. Visuals/samples provided emphasis/clarity	7							
10. Quality of Q&A responses	7							
11. Overall professionalism/credibility	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
Total								X 2 =
12. Quality of campaign booklet (23%)	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
								X 6.57 =
								Subtotal =
Word-for-word text and visuals <input type="checkbox"/> yes <input type="checkbox"/> no (minus 20 points)								Grand Total =
Working outline and visuals <input type="checkbox"/> yes <input type="checkbox"/> no (minus 10 points)								Final presentation
								grade (200 pts) _____

COMMENTS:

PUBLIC RELATIONS CAMPAIGN EVALUATION FORM

Your Name _____ Date _____

Firm/Organization _____

Please rate the performance of the student/account executive you worked with in the following ten areas. Circle the appropriate number: 5 = excellent, 4 = good, 3 = average, 2 = poor, 1 = failing. Your candor and judgment are appreciated. If you would like to comment on a specific rating, please do so in the space provided. Use additional paper, if desired. Please fax this form back to me (231-591-3521) within three days so I can meet final grade schedules. Call me (231-591-2448) if you have any questions. Thanks for your valuable time and cooperation in helping these aspiring young public relations professionals understand how public relations is applied in the "real" world.

Ron Greenfield

- | | <u>Ex.</u> | <u>Av.</u> | <u>Fail.</u> |
|---|------------|------------|--------------|
| 1. Quality of the initial presentation in late January/early February?
Comments: | 5 | 4 3 | 2 1 |
| 2. Your working relationship with the account executive (student)?
Comments: | 5 | 4 3 | 2 1 |
| 3. Account executive's understanding of your situation and needs?
Comments: | 5 | 4 3 | 2 1 |
| 4. Value of research and analysis produced by your account executive?
Comments: | 5 | 4 3 | 2 1 |
| 5. Applicability of the proposed public relations plan?
Comments: | 5 | 4 3 | 2 1 |
| 6. Quality of proposed public relations plan?
Comments: | 5 | 4 3 | 2 1 |

7. Quality of sample communications materials produced? 5 4 3 2 1
Comments:

8. Usability of campaign plan, ideas and communications materials? 5 4 3 2 1
Comments:

9. Quality of final public relations plan presentation? 5 4 3 2 1
Comments:

10. Overall rating of the public relations campaign plan? 5 4 3 2 1
Comments:

11. If you were awarding a letter grade on this presentation/plan what final grade would you award? (circle one) A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F

ADDITIONAL COMMENTS:

PREL 455 Client Information

Your Name _____

Phone _____ Email _____

Campus Address _____

Client Organization _____

Contact Person _____

Title _____

Phone _____ Fax _____ Email _____

Address _____

Description of client's business/service.

Describe client's current and past public relations programs.

Client's apparent public relations needs/opportunities/issues.

Public Relations Internship

PREL 491 Syllabus

INSTRUCTOR

Dr. H. Lee Meadow - Head, Marketing Department, College of Business
Office - COB Room 212, Hours 8-5 M-F, Meetings by appointment only
Phone - (231) 591-2426, Fax - (231) 591-3521, email - meadowl@ferris.edu

COURSE OVERVIEW

A semester long, internship program that integrates the student's academic study with on-site work experience in cooperating business, government, education or not-for-profit organizations. The internship is supervised by a public relations professional and is designed to enhance the student's coursework, personal development and professional preparation. Three credit hours normally requires 15 or more hours of work per week.

PREREQUISITE

Consent of instructor.

OBJECTIVES

1. To provide an on-the-job application of classroom knowledge.
2. To apply public relations skills in a real work environment and gain valuable experience.
3. To enhance and expand the student's career interests and outlook.
4. To gain knowledge of how organizations function and deal with public relations issues.
5. To develop contacts and knowledge which will facilitate the student's transition to a public relations career after graduation.

TEXTBOOK

None

GENERAL REQUIREMENTS

1. The Public Relations Internship, PREL 491, course is instructed by the Head of the Marketing Department who approves each internship, enrolls the student in PREL 491, receives and reviews the required reports and awards the final grade.
2. Each Public Relations student is required to complete at least three hours of academic credit in PREL 491. These three hours will normally be earned by working 15 hours per week for a semester or a total of at least 200 hours. Additional hours of internship credit may be taken as course electives. Generally each additional PREL 491 credit hour will require 70 hours of work on an internship. Remember tuition must be paid on each hour of PREL 491 enrollment.
3. The student must have a GPA of at least 2.0 before enrolling in PREL 491. It is also highly recommended that the student be junior level (60 hours of accumulated credit) or higher and have completed PREL 101, 240, 341 and 342.
4. The internship supervisor should be an experienced public relations professional who manages or works in the public relations function at the employer's site. It is recommended that the supervisor be an accredited public relations professional (APR or ABC).
5. An internship position will not ordinarily be approved if the student's immediate supervisor is a relative.
6. All room, board, personal travel and other expenses will be the responsibility of the participating student.

7. Credit will not be granted for work experience obtained prior to acceptance and enrollment in PREL 491.
8. During the internship experience, the student and supervisor should be available for visits, discussions and conferences when necessary and appropriately notified in advance by the instructor.

SPECIFIC REQUIREMENTS

1. Students who are eligible for PREL 491 must complete the attached "Internship Application Form" and submit it to the Marketing Department Head for approval prior to being enrolled in PREL 491 and beginning the internship. The student must make an appointment with the Marketing Department Head (591-2426) and bring the completed Internship Application Form and a resume to the meeting to obtain preliminary approval from the instructor.
2. Final approval of the proposed internship will be granted by the instructor and the student will be officially enrolled in PREL 491, only after the student submits a completed and signed "Public Relations Internship Agreement" (attached). This agreement requires the signature of the student's internship supervisor and must be submitted before the student begins the internship. Be sure to keep a copy for your records and for your Final Report.
3. During the internship, the student must submit several standardized reports. These may be submitted via regular mail, fax or email, and must be typed on standard 8½" X 11" paper/format. All reports should be submitted as shown below.

Mail to:

Marketing Department- PREL 491
College of Business, B212
Ferris State University
119 South Street
Big Rapids, MI 49307-2284

Or fax to the attention of the Marketing Department at:

231-591-3521

(If you fax your reports, be sure you get
a delivery confirmation on your end.)

Or email to:

prel491@ferris.edu

Keep a copy of each for reference in preparing your Final Report.

4. The First Report covers the **first and second weeks** of the internship activity and should be equivalent of 1½ typewritten pages. The following outline will be used for content:
 1. Your name, internship address and internship phone number.
 2. Supervisor's name, address and phone number.
 3. Number of hours worked each of the first two weeks.
 4. Your job title.
 5. A complete description of the type of training you received through the first two weeks.
 6. Specific duties you performed during this initial period.
 7. The most valuable learning experiences gained to date.

This first report is due on Friday at the end of the second week of the internship.

5. Each Friday from the third week on (weeks 3 to 13 of the fall or winter semester, weeks 3-11 for the summer term) the student will submit an additional Weekly Report. Each report should include the following information:

1. Student's name
2. Internship address, phone number, email address
3. Today's date and the calendar days this report covers.
4. Hours worked this week.
5. Duties performed this week.
6. What new training took place this week?
7. What were your major accomplishments this week?
8. What problems did you encounter this week?
9. How did you overcome or solve these problems?
10. List one or two goals you have set for yourself for next week?

Each question must be answered and the answers should demonstrate that you have given some careful, in-depth thought to each question.

6. Your Final Report is an in-depth review of your total internship experience. It is due the Friday prior to your last week of the internship. This report will consist of the following 1) a cover page carrying the title "Public Relations Internship Final Report," the employer's name and your name; 2) a copy of your "Public Relations Internship Agreement," 3) a chart of the hours worked each week of the internship and 4) at least five typewritten pages which respond to the questions below. You may also add any additional comments that you feel are important at the end of the five pages.

1. How does this internship experience relate to your career goals?
2. What did you learn, and what new knowledge did you acquire?
3. What aspects of your college course work were most useful during this internship experience?
4. What do you feel was your greatest contribution to the job and employer?
5. In what ways did your internship experience either support or redirect your career goals? How have your education/career plans changed as a result of this experience?
6. Would you recommend this internship to other students as a worthwhile learning experience? Give reasons.

You should use copies of all previous reports as a basis for preparing the final report. This final report should be prepared during the 14th week of the semester or the 11th of the summer term and submitted the Friday of that week. A copy of this report will also be sent to Ron Greenfield, Coordinator - Public Relations Major.

7. All of the above required reports must be submitted on time each week. Late reports will not be accepted unless a valid reason is given in advance. No final grade will be awarded in PREL 491 until all required reports, including the supervisor's evaluation, are submitted.

8. The instructor will ask the internship supervisor to complete the "Employer's Evaluation of Internship Student" form (attached) the last week of the student's internship. The supervisor is encouraged to discuss the results of this evaluation with the student.

GRADING SYSTEM

Grades are awarded on a "credit/no credit" basis. No letter grades are assigned.

If all reports and evaluations are not completed and submitted by the end of the semester, the student will receive an Incomplete ("I") grade. That "I" will be changed when the paperwork is completed. After one semester, an "I" grade automatically converts to an "F" if the missing work has not been submitted by the student.

Internship Application Form

PREL 491

Student's name:

Student number:

Campus address:

Campus phone:

Email:

Home address:

Home phone:

How many credit hours have you earned to date?

GPA?

Check each of the following courses that you have completed.

JRNL 121 _____

PREL 101 _____

JRNL 122 _____

PREL 240 _____

VISC 118 _____

PREL 341 _____

PREL 342 _____

Are you currently receiving Financial Aid assistance?

Are you applying for Financial Aid for the semester of your internship?

How many credits are you planning to carry the semester of your internship?

Have you completed any PREL 491 coursework previously?

How many elective hours do you have remaining?

When do you expect to graduate (semester/year)?

When do you wish to do your internship (semester/year)?

Full or part time?

Describe the work you seek for your internship and the type of employer you hope to work with?

In what location do you want to do an internship?

Describe your employment goal after graduation?

Public Relations Internship Agreement

Ferris State University - College of Business

To be filled out by the employer and prospective intern and returned to the Marketing Department Office for approval of the internship.

Student Name: _____ Student Number: _____

Semester/Year: _____ Credit Hours: _____

STUDENT CONTACT INFO: (while on internship)

Work Phone: _____ Home Phone: _____ E-Mail: _____

Home Address: _____ City: _____ St: _____ Zip: _____

SUPERVISOR CONTACT INFO:

Name: _____ Title: _____

Company/Organization: _____

Street Address: _____ City: _____

State: _____ Zip: _____ Supervisor's Phone: _____ Fax: _____

Supervisor's email address: _____

POSITION INFORMATION:

Intern Job Title: _____

Work Dates: _____ Work Hours: _____ Hours Per Week: _____

Job Responsibilities/Description: _____

Pay/Salary/Compensation: _____

Student's Signature : _____ Date: _____

Supervisor's Signature: _____ Date: _____

Intern Coordinator Approval: _____ Date: _____

Complete and mail this form to: PREL 491, College of Business 212, 119 South Street, Big Rapids, MI 49307-2284, or fax to: (231) 591-3521 for approval and registration.

Employer's Evaluation of Internship Student

Ferris State University, College of Business

Name of Student _____ Date _____

Supervisor's Name _____ Employer _____

Instructions: The immediate supervisor should complete the following evaluation by comparing the student with other students of comparable academic level, with other personnel assigned to the same or similarly classified jobs, or with established standards. Evaluate the intern on each of the several characteristics listed below by circling the appropriate letter(s) (E= Excellent, AA= Above Average, A= Average, BL= Below Average, P= Poor, N/A= Not Observed). If your own rating form is preferred, please feel free to attach a copy in lieu of completing the form below. Please share this evaluation with the student.

- | | |
|--|-----------------|
| 1. Is dependable _____ | E AA A BL P N/O |
| 2. Is punctual _____ | E AA A BL P N/O |
| 3. Meets deadlines _____ | E AA A BL P N/O |
| 4. Fulfills job responsibilities _____ | E AA A BL P N/O |
| 5. Is creative/innovative _____ | E AA A BL P N/O |
| 6. Shows initiative _____ | E AA A BL P N/O |
| 7. Accepts challenges _____ | E AA A BL P N/O |
| 8. Works independently _____ | E AA A BL P N/O |
| 9. Works with team/group _____ | E AA A BL P N/O |
| 10. Exhibits writing skills _____ | E AA A BL P N/O |
| 11. Exhibits public relations knowledge _____ | E AA A BL P N/O |
| 12. Exhibits skills with basic public relations tools and techniques _____ | E AA A BL P N/O |
| 13. Is motivated toward public relations profession _____ | E AA A BL P N/O |
| 14. Seeks additional work opportunities _____ | E AA A BL P N/O |
| 15. Accepts constructive criticism _____ | E AA A BL P N/O |
| 16. Positive attitudes toward learning _____ | E AA A BL P N/O |
| 17. Appreciates importance of internship experience _____ | E AA A BL P N/O |
| 18. Professional appearance/dress _____ | E AA A BL P N/O |
| 19. Overall quality of intern's work _____ | E AA A BL P N/O |
| 20. Overall performance of intern _____ | E AA A BL P N/O |

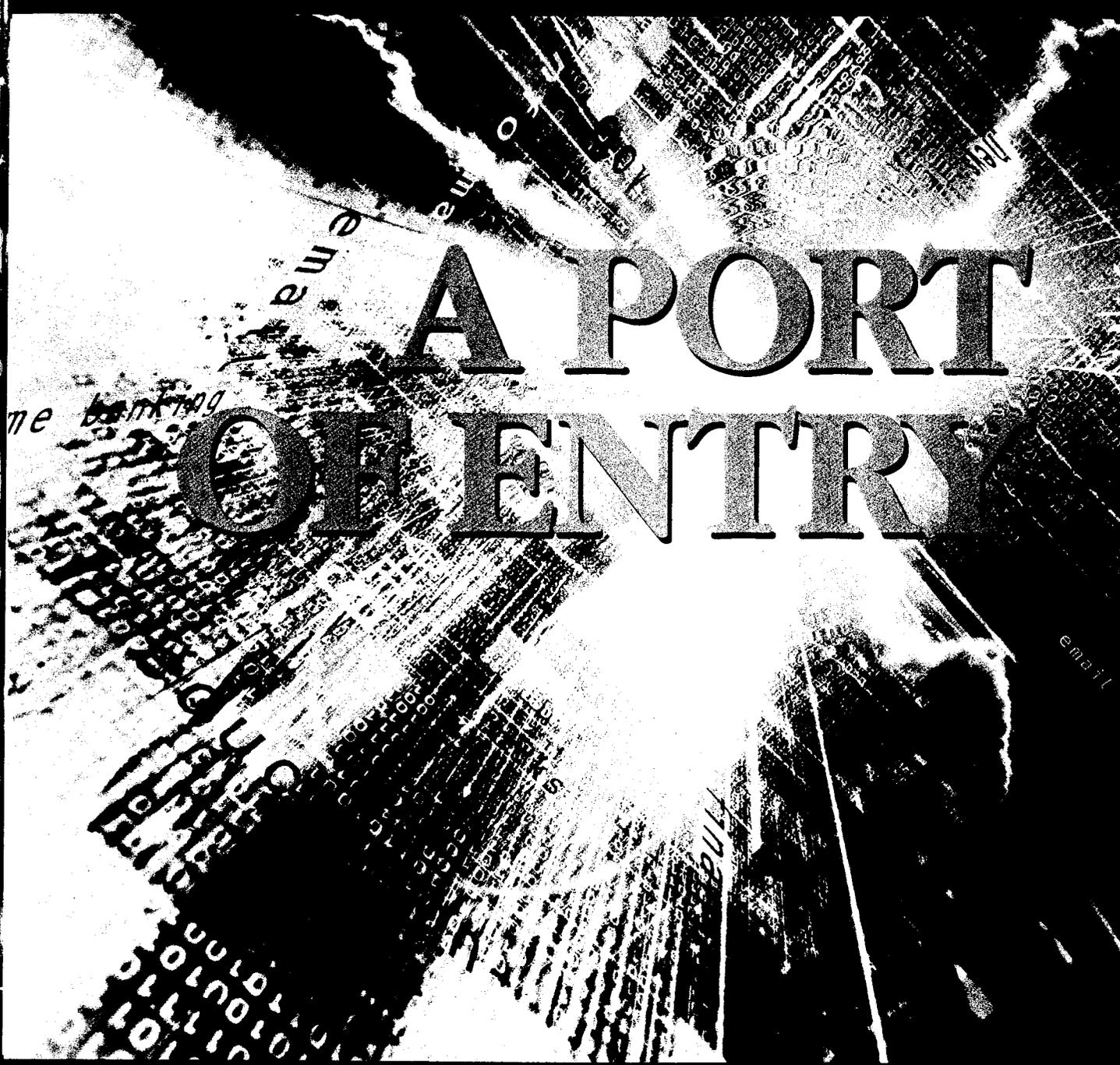
Please comment, particularly on below average and poor ratings. Continue on the back, if necessary.

Supervisor's Signature

Date

After discussing this evaluation with the student, please fax (231-591-3521) or mail the completed form to:
PREL 491, College of Business 212, Ferris State University, 119 South Street, Big Rapids, MI 49307-2284.

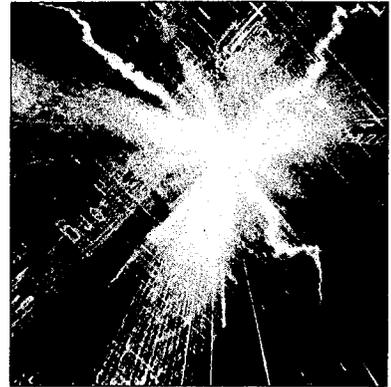
PUBLIC RELATIONS EDUCATION FOR THE 21ST CENTURY



A PORT OF ENTRY

THE REPORT OF THE COMMISSION ON
PUBLIC RELATIONS EDUCATION

OCTOBER 1999



Introduction

Why a “Port of Entry” Report?

Public relations has come of age, and with that has come a critical need for broadly-based education that is relevant and connected to the practice.

The changes in public relations practice since the 1987 Commission on Public Relations Education Report are numerous and profound. At root, these changes reflect nothing less than the way the world has changed and continues to change, seemingly spinning ever faster and veering in new directions. But, happily, the changes also reflect a broad acceptance of the validity of modern public relations practice to a global society that is increasingly interdependent, increasingly interconnected.

By any measure, the growth of the public relations profession over the past decade has been astonishing. Public relations firms not only proliferate but also reach a size and scope undreamed of in the 1980s. Membership in established and new professional societies and trade associations spirals upward. And, most important, virtually every kind of institution, for-profit and not-for-profit alike, recognizes the need for dialogue with the groups of people who can and will influence its future.

This growth, evolution and maturation of public

relations is sure to continue. Elements are in place for impressive incremental growth and change in the next century: the spread of democratic institutions around the world; the growing importance of communicating with internal as well as external publics; the veritable explosion of one-to-one communication and the technology to implement it; and the steady advance of the public relations body of knowledge, especially analysis of public awareness and change in attitudes and behavior.

Public Relations’ Next Crisis?

The future is indeed bright for the field of public relations. But there is one major qualification — having enough trained people to meet the expanding demand for public relations services and counsel. In fact, one expert observer of the field has called this “public relations’ next crisis.”

Hyperbole aside, there is no doubt that providing qualified practitioners will be a serious problem. Law and medicine have methods, admittedly long-term, to deal with the supply and demand for their professionals. Public relations doesn’t. In fact, public relations is a long way from what Dr. Clark Kerr, former chancellor of the

University of California at Berkeley, has articulated as a model for such a flow: "Some new professions are being born; others are becoming more professional, for example, business administration and social work. The university becomes the chief port of entry for these professions. In fact, a profession gains its identity by making the university the port of entry." (Clark Kerr, *The Uses of the University*, 4th edition, Harvard University Press, Cambridge, MA/London, 1995.)

T*he changes reflect a broad acceptance of the validity of modern public relations practice to a global society."*

It is not the Commission's purpose here to rekindle the ever-smoldering embers of the debate as to whether public relations is a profession. The Commission cites Dr. Kerr only to identify the "use of the university" as one important potential solution to the problem of having enough trained public relations practitioners in the next century.

Other sources of public relations talent, mined successfully for some time, are, indeed, still productive. Former journalists, once a primary candidate cohort, offer valuable skills but, perhaps, limited conceptual understanding of the scope of public relations. Professionals from law, medicine, government, management consulting and other parallel fields often offer relevant attributes but are frequently most valuable in narrowly focused areas of public relations practice.

And therein lies the opportunity, at the entry level and higher, for well-prepared graduates of the public relations academy. Grounded in the liberal arts and sciences. Well-prepared in public relations

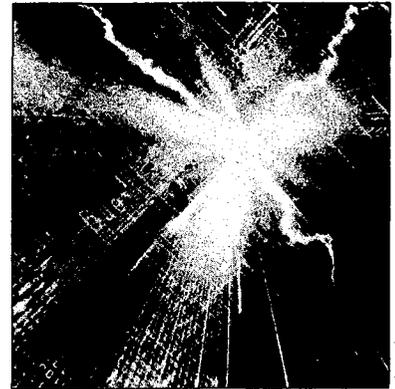
theory and practice. Tested not only in the classroom but in the field. Understanding the inherent connection between public relations and management, sociology and the many other pillars of modern society. But also with the necessary skills — writing, analyzing, thinking — sharpened and ready for use.

This is the kind of public relations education the Commission has attempted to design. Its recommendations have their roots in earlier Commission reports and in the public relations curricula that in recent years have been producing an increasing number of successful practitioners. But the Commission has gone beyond the present to suggest what public relations education in the future can and must look like if it is to meet the needs of the profession as the new century begins.

The Commission hopes its report will be used by academic programs and faculty to evaluate and develop their curricula; by practitioners who hire graduates of public relations programs; and by academic and professional associations which set standards for academic program certification and accreditation and for the chartering of student public relations organizations.

A final word: this "Port of Entry" report embraces not only the education appropriate for that literal first entry into public relations but, by extension, re-entry or continued service in public relations through graduate study or continuing education.

In short, the public relations education of the next century envisioned by the Commission, like public relations itself, is a matter of continuous professional growth and development. The Commission invites students and potential students, faculty and other academic leaders, certification and accreditation bodies and public relations practitioners to buy into and profit from the greatly improved "Port of Entry" education this report describes.



1. Summary of the Report

Purpose and Goals of the 1999 Commission

The Commission saw its purpose as determining curricular guidelines and recommendations that, if followed, will prepare public relations students of all ages and levels of ability for the professional challenges of the 21st century as public relations practitioners carry out their fundamental responsibility of building understanding, credibility and trust between organizations and their publics.

The Commission's goals were to determine the knowledge and skills needed by practitioners in a technological, multicultural and global society, and then to recommend learning outcomes — what students should know and be able to do — for undergraduate, graduate and continuing education. The Commission also sought to address appropriate teaching methods, faculty credentials and resources to deliver these learning outcomes. Finally, the Commission sought to suggest methods appropriate for evaluating both student learning and the quality of the academic programs in which public relations is taught.

The Commission based its deliberations and recommendations in large part upon what it learned from an omnibus survey of public relations practitioners and educators co-sponsored by the

National Communication Association in connection with its 1998 "Summer Conference on Public Relations Education."

Recommendations for Undergraduate Education

The Commission recommends that students graduating with undergraduate degrees possess both knowledge (what graduates should know and understand) and skills (areas of competence necessary to enter the profession).

Necessary knowledge includes:

- communication and persuasion concepts and strategies
- communication and public relations theories
- relationships and relationship building
- societal trends
- ethical issues
- legal requirements and issues
- marketing and finance
- public relations history
- uses of research and forecasting
- multicultural and global issues
- organizational change and development
- management concepts and theories

Necessary skills include:

- Research Methods and Analysis
- Management of Information
- Mastery of Language in Written and Oral Communication
- Problem Solving and Negotiation
- Management of Communication
- Strategic Planning
- Issues Management
- Audience Segmentation

The undergraduate public relations curriculum [should] be grounded in a strong liberal arts and social science education.”

- Informative and Persuasive Writing
- Community Relations, Consumer Relations, Employee Relations, other Practice Areas
- Technological and Visual Literacy
- Managing People, Programs and Resources
- Sensitive Interpersonal Communication
- Fluency in a Foreign Language
- Ethical Decision-Making
- Participation in the Professional Public Relations Community
- Message Production
- Working with a Current Issue
- Public Speaking and Presentation
- Applying Cross-Cultural and Cross-Gender Sensitivity

The Commission recommends that the undergraduate public relations curriculum be grounded in a strong traditional liberal arts and social science education. A *minimum* of five courses should be required in the major. Course-work in public relations should comprise 25 to 40 percent of all credit hours, with at least half of these courses clearly identified as public relations courses — the remaining 60 to 75 percent in liberal arts, social sciences, business and language courses.

The Commission strongly encourages a minor or double major in the liberal arts, social sciences or business.

The *ideal* undergraduate major in public relations would include these courses:

- Introduction to Public Relations
- Case Studies in Public Relations
- Public Relations Research, Measurement and Evaluation
- Public Relations Writing and Production
- Public Relations Planning and Management
- Public Relations Campaigns
- Supervised Work Experience in Public Relations (internship)
- Directed electives

Realizing that many if not most academic programs would find it difficult to offer seven courses devoted entirely to public relations, the Commission concludes that the topics of the courses listed above are the essence of a quality public relations education. The Commission acknowledges that two or more of these topics might be combined into one course or that they might be taught in courses that also address other topics.

If public relations is offered as an undergraduate emphasis or focus rather than as a full major, the Commission recommends these courses:

- Introduction to Public Relations
- Public Relations Research, Measurement and Evaluation
- Public Relations Writing and Production
- Supervised Work Experience in Public Relations (internship)

Recommendations for Graduate Education

The Commission recommends that students studying for master's degrees in public relations learn and appreciate the role of public relations as part of the management team, and learn relevant management and communications competencies and the skills needed to build effective relationships between organizations and their publics. Master's degree students should, says the Commission, gain

advanced knowledge and understanding of the body of knowledge in public relations as well as theory, research, communication processes, planning, production and advanced communications management abilities.

The Commission recommends that the curriculum for a master's degree in public relations be a program of 30 to 36 credit hours. Students should master these content areas at a level beyond that expected of undergraduates:

- Public Relations Theory
- Public Relations Law
- Public Relations Research Methods
- Public Relations Management
- Public Relations Programming and Production
- Communication Processes
- Management Sciences
- Behavioral Sciences
- Public Relations Ethics
- A Public Relations Specialty
- An Internship or Practicum Experience and/or Comprehensive Examinations
- A Thesis with Comprehensive Examination and/or a Capstone Project

The Commission suggests these content areas in one sample 36-hour master's program :

- Public Relations Theory
- Public Relations Research
- Public Relations Management
- Public Relations Law
- Integrated Communications
- Accounting
- Finance
- Marketing
- Strategic Planning

The Commission suggests these content areas in a second sample 30-hour program:

- Research Methods in Communication
- Research Design in Public Relations
- Theories of Mass Communication
- Seminar on Public Relations Management
- Seminar on Public Relations Publics
- Seminar on Ethics and Philosophy in Public Relations

- two electives
- a thesis

The Commission, noting that a doctoral degree is a theory and research degree, concludes that doctoral education should foster an awareness of not only the body of knowledge in public relations, but also the relationship of that body of knowledge to those of other communication-related bodies of knowledge. Doctoral students also should be expected to demonstrate awareness of the breadth and depth of disciplines that influence, and are influenced by, public relations and to be able to integrate that in their teaching and research. Finally, doctoral students should be prepared to develop and contribute to the public relations body of knowledge through formal quantitative and qualitative research, and to foster the development of competing paradigms of public relations based on differing theoretical and philosophical foundations.

The Commission recommends that the core curriculum of a doctoral program, either one focusing exclusively on public relations or the more common variant that includes public relations as part of a broader mass communication or communication doctorate, include courses in:

- Communication Theory
- Philosophy of Science
- Research Methods
- Statistical and Qualitative Research Tools
- Specialized Seminars in Public Relations
- Specialized Seminars in Related Social, Behavioral and Business Sciences
- Dissertation Research

The Commission also recommends that doctoral programs prepare their students to teach by involving them in the classroom and developing their teaching skills.

Recommendations for Continuing Education

Acknowledging that many professional organizations and private vendors offer workshops and seminars that are legitimate continuing

education opportunities, the Commission focused its discussion of continuing education, however, on continuing education offered for academic credit or as part of a certificate program.

Continuing education courses pegged to students at a level of ability similar to that of an undergraduate (such as an individual with little or no public relations training or experience) might do well to follow its recommendations for undergraduate education, the Commission

Public relations practitioners should take a new look at the 'products' of today's public relations education."

suggests. Similarly, graduate-level continuing education might adopt the Commission's recommendations for graduate education.

Continuing education lends itself especially well to distance education (any instruction that takes place with the instructor and student physically separated from each other). For that reason, the Commission notes that a greater variety of teaching methods and technologies may be appropriate in continuing education courses. The resources needed to offer distance education and the special training and preparation demanded of instructors also are special considerations for those offering continuing education courses.

Recommendations for Teaching Methods

The Commission enumerates more than a dozen different ways in which instructors can deliver instruction to students, ranging from traditional lectures to simulations, games and the use of small-group projects.

The Commission also identifies a number of instructional media, assignments and in-class

activities that can create a bridge between theory and practice.

Recommendations for Evaluation

The Commission identifies normative, formative and summative assessment tools and techniques that can be used to determine whether students have learned what their academic program intended. Techniques range from required entrance or exit examinations to internship performance to capstone courses to portfolio review.

The Commission notes that all academic programs should practice self-assessment of their effectiveness by means such as examining student evaluations, faculty-student ratios, placement and graduate school admission rates, alumni and employer satisfaction and input of advisory boards.

In addition, the Commission recommends that public relations programs seek external review from one of three available sources: the certification program of the Public Relations Society of America (available to all public relations programs), the National Communication Association (available to public relations programs in communication colleges, schools or departments) and the Accrediting Council on Education in Journalism and Mass Communications (available to public relations programs in journalism and mass communications colleges, schools or departments).

Recommendations for Faculty Qualifications

The Commission suggests that both academic and professional credentials and experience are important qualifications for public relations faculty. While the ideal full-time faculty member is an individual with both the academic credential of a terminal degree (usually a Ph.D.) and the professional credential of significant work experience in public relations, the Commission concludes that it is more realistic for programs to have among their full-time public relations faculty a balance of those with terminal degrees and those

without terminal degrees whose professional experience is significant and substantial.

Adjunct faculty should have at least an undergraduate degree and professional public relations experience, the Commission notes, and suggests that accreditation or certification of adjuncts is highly desirable.

The Commission recommends that both full-time and part-time faculty be active participants in professional and/or academic associations and that both be contributing to the public relations body of knowledge through scholarship and professional or creative activity.

The Commission repeats a recommendation from the 1987 Commission report: "Public relations courses should not be taught by people who have little or no experience and interest in the field and have no academic preparation in public relations."

Recommendations for Resources to Support Public Relations Programs

The Commission urged that public relations students have the same access to both faculty and resources as students in other academic programs in the academic unit where public relations is taught.

Workloads of public relations faculty, the Commission recommends, should reflect the full range of responsibilities assigned to them: teaching, advising, research, service, administrative assignments and the supervision or advising of students organizations such as the Public Relations Student Society of America.

The Commission notes specifically that public relations education requires these administrative and financial resources:

- personnel: faculty, both full-time and part-time, paid commensurably
- staff support
- equipment and facilities in classrooms, labs and faculty offices
- travel and professional development funding
- operating support, such as telephone, FAX

and photocopying capability

- library materials to inform both teaching and research

Identification of Global Implications

The Commission identifies seven factors that, regardless of nation or culture, can be considered to have an impact on public relations education. The impact will, of course, differ from culture to culture.

The factors are:

- cultural values and beliefs
- laws and public policies
- external groups, organizations and associations
- organizational factors
- small group factors within an institution
- interpersonal factors within an institution
- intrapersonal factors within individuals

The Commission's Call to Action

The Commission concludes with a series of seven recommendations for interaction between public relations education and the professional practice of public relations:

1. Public relations practitioners should take a new look at the "products" of today's public relations education, for they are likely to be impressed with the breadth and depth of knowledge and skill students bring to internships and entry-level employment.

2. There is a great need for significantly increased support from practitioners for accreditation/certification of public relations programs, particularly through attaining additional representation of public relations organizations on the Accrediting Council on Education in Journalism and Mass Communications.

3. The practice should establish additional endowed chairs in public relations at academic institutions with outstanding public relations programs.

4. Successful individual public relations professionals should consider making significant

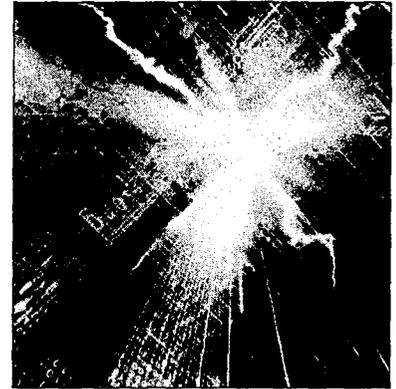
contributions to public relations programs.

5. Public relations educators and professionals can advance the appreciation of the field among influentials and the general public by jointly developing and participating in projects of topical and long-term social significance.

6. Joint research projects, administered by educators and funded by the practice, can not only

advance the educator-practitioner relationship but also expand the public relations body of knowledge.

7. "Traditional" support programs for public relations educators, their students and their programs — scholarships, paid internships, support of PRSSA and faculty enrichment programs — must be redoubled.



2. Background

The Practice

While its roots can be traced to ancient civilizations, the emergence of public relations as a profession is essentially a twentieth century phenomenon. Immediately following World War II, pent-up demand for consumer goods and services exploded in the United States, triggering a parallel demand for public relations, primarily in the form of publicity support for sales and marketing efforts.

Few practitioners in the late '40s and '50s had studied this evolving practice. Since only a handful of colleges and universities offered formal courses in public relations, the industry reached out to men and women experienced in writing for newspapers and magazines, most having studied journalism. These professionals turned their skills toward a kind of "in-house journalism" for corporations or toward roles as publicists and promoters for clients. By 1950, an estimated 17,000 men and 2,000 women were employed in these endeavors.

Responding to the needs of their employers and clients, public relations practitioners began to expand their activity into such areas as financial relations (annual reports, shareholder meetings and presentations to the financial community) and internal communications (publications, special events and awards programs) to support efforts to

enhance employee productivity and commitment.

During the 1960s, social issues and problems forced government, business, labor and other powerful organizations to act and react, creating new public relations emphases on community relations, consumer relations, social responsibility programs and research and analysis to identify issues which could affect the progress and survival of an organization. In this changing, confrontational and contentious era, public relations practitioners were expected to plan for, and manage, crises. Public relations communication itself evolved from one-way message delivery into a two-way exchange involving listening to publics; assessing their needs, expectations and demands; resolving conflicts between groups, and affecting public opinion and behavior.

In recent years, public relations professionals have moved toward an emphasis on building and maintaining relationships and on becoming skilled, active counselors at management's decision-making table. Driving this latest evolutionary movement are influential societal trends: global business operations; mergers, acquisitions and consolidations; the empowerment of public opinion within the global village; segmented, fragmented audiences; the information explosion

Public Relations

APRC Appendices 2003-2004

Section 1 of 4

Appendix

Appendix 1 Where to Study Public Relations

Appendix 2 Survey Cover Letters and Questionnaires

Appendix 3 Organizational Charter, Professional Advisory Committee

Appendix 4 Course Syllabi

PREL 101	Contemporary Public Relations
PREL 220	Public Relations Writing
PREL 240	Public Relations Principles
PREL 341	Public Relations Tools and Techniques
PREL 342	Public Relations Strategies and Tactics
PREL 401	Public Relations Seminar I
PREL 402	Public Relations Seminar II
PREL 440	Public Relations Cases
PREL 455	Public Relations Campaigns
PREL 491	Public Relations Internship

Appendix 5 "Public Relations Education for the 21st Century, A Port of Entry
The Report of the Commission on Public Relations Education"

Appendix 6 Certified in Education for Public Relations

Where to Study Public Relations

The following 220 colleges and universities offer substantial programs of public relations at the undergraduate level. Each has met the criteria established by the Public Relations Society of America (PRSA) for chartering a chapter of the Public Relations Student Society of America (PRSSA). The purpose of PRSSA is to cultivate a mutually advantageous relationship between students and the professional practice. Named here are the PRSSA Faculty Advisors who can provide further information about public relations study at their respective schools.

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Organizational Charter

Professional Advisory Committee, Public Relations Major

Ferris State University, College of Business

Name

The name of the organization will be the Professional Advisory Committee, Public Relations Major (the Advisory Committee).

Purpose

The purposes of the Advisory Committee are to:

- (1) advise Ferris State University's College of Business on the courses and course content included in the Public Relations curriculum
- (2) encourage and support the University's commitment to a Public Relations major within the College of Business
- (3) promote communications between the University and public relations professionals
- (4) provide counsel on current and future skill and knowledge requirements for public relations professionals and their employers
- (5) assist the faculty and staff with student development, internship, networking and related opportunities
- (6) assist the University with the recruitment of quality public relations students and faculty.

Mission

The mission of the Advisory Committee is to enhance the quality of the Public Relations major at Ferris State University and to generate and sustain recognition of this academic program as a leader in public relations education.

Organization

The Advisory Committee will operate as a volunteer organization recognized by Ferris State University, however, it is not an agent of the University nor does it have the authority to make policy for the University. Any expenditure of funds by the committee must receive prior approval of the Dean of the College of Business.

Membership

Membership on the Advisory Committee will represent the broad range of public relations practitioners who work in the profession worldwide. It should, in particular, reflect the profession in the State of Michigan and include representation from those who have graduated from Ferris State's Public Relations major.

The Advisory Committee will have no less than 10 and nor more than 30 members who serve three-year terms with one-third of the memberships expiring each year immediately after the annual meeting. The members are appointed by the Dean of the College of Business with the advise of the Coordinator of the Public Relations Major.

FSU's Coordinator of the Public Relations major and the Head of the College of Business Marketing Department will serve as permanent members with vote. The Dean of the College of Business serves as an ex officio member.

A member may be removed, with or without cause, by a majority vote of the Advisory Committee provided that member receives prior written notice of the proposed action.

A member of the Advisory Committee may resign by providing written notice to the Dean at the College of Business, 119 South Street. Big Rapids, MI 49307. Vacancies will be filled by appointment and the new member will serve the remainder of the term of his or her predecessor.

Meetings

The Advisory Committee will meet at least annually in the Spring on the call of the Chair at a date and place to be specified. Notification of the annual meeting will be distributed to all members at least 30 days in advance of the meeting. Additional special meetings may take place as deemed necessary by the Chair.

Any formal action required by the committee may be taken at this annual meeting or a special meeting called for that purpose. If a meeting is not possible, such action may be taken with the written consent of a majority of the Advisory Committee.

The committee Administrator will prepare records and minutes of all meetings, as necessary, for permanent file. A copy of all such records will be provided to the Dean of the College of Business.

Officers

The officers of the Advisory Committee will consist of a Chair and a Vice Chair with the Coordinator of the FSU's Public Relations major serving as Administrator. The terms of the two officers shall be one year beginning immediately after the annual meeting with the option of one-year renewal terms. They will be appointed by the Dean with the consent of the Advisory Committee.

Committees

The Chair, Vice Chair and Administrator will serve as the Executive Committee and will meet as deemed necessary, upon the call of the Chair. The Executive Committee will direct and guide activities between meetings of the Advisory Committee and has the authority to act on matters assigned to it by the full Advisory Committee.

The Advisory Committee may create additional committees as appropriate and necessary to carry out its mission. Each committee will be headed by a committee member appointed by the Chair.

Sample Graduate Letter and Questionnaire

July 31, 2003

Dear Bulldog PR Alum:

We need your help. Every six years, each academic major here at Ferris State is required to conduct a formalized Academic Program Review to measure the effectiveness of its curriculum, solicit ideas on improvements, etc. It's Public Relations' turn and, as part of this effort, we are required to collect input and suggestions from our public relations graduates and their employers.

Enclosed is a brief graduate questionnaire to solicit your evaluations and comments. It's essential that we have feedback from all graduates so please complete the questionnaire right away. It should take about 10 minutes. Your responses will be kept anonymous. Return the survey to me in the enclosed envelope.

We are also doing a survey with employers of our public relations graduates to gather their opinions on FSU's curriculum, experience with public relations majors, etc. A copy of that questionnaire and a cover letter (On the front and back of one sheet) are also enclosed. Please give this to your supervisor along with one of the return envelopes and ask that he or she complete it and mail it to us in the next few days. The Program Review requires this input from employers so we need your cooperation. We've kept the survey very short and it is anonymous.

One last thing, on a longer term effort we are trying to update our Alumni Directory that we last published about four years ago and I've enclosed a brief Alumni Questionnaire to collect information on all graduates. Please also complete this and return it to me.

I'm not teaching this summer so if you have any questions on this, please call me at home (231) 796-5036 or email me at ronald_greenfield@ferris.edu.

Thanks for your help!

Sincerely,

Ronald H. Greenfield, APR
Associate Professor and
Coordinator-Public Relations Major

Enclosures: Graduate Survey
Employer Letter/Questionnaire
Alumni Questionnaire
Return Envelopes (2)

Please respond to the following questions.

14. Based on your knowledge, rate the quality of FSU's public relations major in preparing you for the job market compared to public relations majors offered by other colleges and universities in Michigan? (Circle one)

Much better better average below average poor unknown

15. Please describe the two strongest features/aspects of FSU's public relations major.

16. Please describe any suggestions/ideas you have for improving FSU's public relations major.

17. What computer based knowledge and abilities does a student need to obtain in college to be prepared for entry into the job market?

18. Other comments?

Thank you for your assistance. Please return your questionnaire in the enclosed envelope.

Sample Employer Cover Letter and Questionnaire

July 31, 2003

Dear Employer:

We need your help. Each academic major at Ferris State University conducts a detailed Academic Program Review every six years to measure the effectiveness of the particular curriculum of study and to solicit ideas on how the coursework and related activities should be revised to better prepare our graduates for their professional careers. The Public Relations major in the College of Business is now conducting such a Program Review and, as part of this effort, we are surveying our graduate's employers/supervisors.

We would like to have your responses to the survey questions carried on the back of this letter. We've kept the questionnaire short (It should take less than 10 minutes.) but please feel free to expand on your answers and to offer additional information and suggestions on an extra sheet of paper. We'll be happy to receive the detailed comments. Please return the completed questionnaire in the enclosed envelope. We'll keep your answers anonymous.

It is critical that Ferris State constantly adjust and improve its academic curricula to meet the changing needs of employers and the job market. Your responses and advice will help us achieve that goal.

Thank you for your time, cooperation and ideas. If I can be of any assistance to you in the future, please contact me (ronald_greenfield@ferris.edu).

Sincerely,

Ronald H. Greenfield, APR
Associate Professor and
Coordinator - Public Relations Major

**FERRIS STATE UNIVERSITY
EMPLOYER QUESTIONNAIRE**

Based on your personal experience, please rate the following professional skills and knowledge of FSU's public relations graduates.

	Excellent		Average	No	Poor	Opinion
1. General writing/editing skills	5	4	3	2	1	N/O
2. Speaking/oral communications skills	5	4	3	2	1	N/O
3. Producing public relations tools/materials	5	4	3	2	1	N/O
4. Planning public relations programs	5	4	3	2	1	N/O
5. Strategic thinking	5	4	3	2	1	N/O
6. Computer applications to public relations	5	4	3	2	1	N/O
7. Overall public relations knowledge/skills	5	4	3	2	1	N/O
8. General business knowledge/skills	5	4	3	2	1	N/O
9. Professional ethics and integrity	5	4	3	2	1	N/O
10. Overall professionalism	5	4	3	2	1	N/O
11. How would you rate the preparedness of FSU's graduates to enter the public relations profession?	Excellent 5	4	Average 3	2	Poor 1	
12. How does the preparedness of FSU's graduates compare to the PR graduates from other colleges?	Much Better 5	4	Same 3	2	Much Worse 1	
13. How important are an employee's knowledge and skills in business functions such as marketing, management, finance, accounting, etc?	Very 5	4	3	2	Not at all 1	
14. What makes Ferris State's public relations major unique compared to public relations curricula offered by other universities?						
15. What trend will most significantly affect the practice of public relations in the next 5-10 years and what should Ferris State do to prepare its graduates to meet the professional needs/demands which will emerge from that trend?						
16. Additional comments.						

If you would like to provide additional suggestions or comments, please do so on an extra sheet of paper. Return the completed survey and comments to us in the enclosed envelope. Thanks for your time and cooperation.

Sample Student Cover Memo and Questionnaire

Memo

TO:

FROM: Ron Greenfield

SUBJECT: Program Review Survey

DATE: April 22, 2003

Every six years, each academic major at Ferris State undergoes an Academic Program Review designed to provide information on the effectiveness of the major and to gather input on how it might be improved. Public Relations is one of the academic programs conducting this review in 2003-2004.

You can help by taking a few minutes to respond constructively to the following questions by circling the appropriate number, Poor (1) to Excellent (5), on the 1-5 scale on the attached machine grade answer sheet and by replying to the discussion questions directly on the questionnaire. Note that if you have not yet taken a course or have not yet had any experience/exposure with a particular phase of the program, you should leave the answer blank.

It is vitally important that we have your opinions. We will share the results with you when you return next fall.

Please return the completed answer sheet and questionnaire to me in Room 320, College of Business, or put it in the mail slot next to my office door. Do not fold the answer sheet. Your responses will be kept anonymous. Just remove this cover sheet before returning the survey and return the cover sheet to me separately so that I know that you completed the survey.

Thank you for your cooperation and contributions to the Public Relations program. Have a great summer and stay in touch. I will not be teaching so you can reach me at home (231-796-5036). I'll see you in the fall, if not before.

Attachment: Survey Form
Answer Sheet

Public Relations Student Survey
Ferris State University, College of Business
April 2003

In your opinion, how effective has each of the following General Education courses been in preparing you for your career in public relations. Remember if you have not yet taken the course, please leave the answer blank.

	Poor		Average		Excellent
1. Fundamentals of Public Speaking (COMM 121)	1	2	3	4	5
2. Principles of Economics 1 (ECON 221)	1	2	3	4	5
3. Principles of Economics 2 (ECON 222)	1	2	3	4	5
4. English 1 (ENGL 150)	1	2	3	4	5
5. English 2 (ENGL 250)	1	2	3	4	5
6. Advanced Business Writing (ENGL 325)	1	2	3	4	5
7. Cultural Geography (GEOG 112)	1	2	3	4	5
8. Intermediate Algebra (MATH 115)	1	2	3	4	5
9. Introduction to Psychology (PSYC 150)	1	2	3	4	5
10. Introduction to Sociology (SOCY 121)	1	2	3	4	5
11. Cultural Enrichment electives	1	2	3	4	5
12. Social Awareness elective	1	2	3	4	5
13. Scientific Understanding (science) electives	1	2	3	4	5

Comments:

How effective have the following College of Business core courses been in helping you prepare for your career?

14. Principles of Accounting 1 (ACCT 201)	1	2	3	4	5
15. Principles of Accounting 2 (ACCT 202)	1	2	3	4	5
16. Legal Environment of Business (BLAW 301)	1	2	3	4	5
17. Financial Management 1 (FINC 322)	1	2	3	4	5
18. Principles of Information Systems (ISYS 202)	1	2	3	4	5
19. Business Information Systems (ISYS 321)	1	2	3	4	5
20. Applied Management (MGMT 301)	1	2	3	4	5
21. Principles of Marketing (MKTG 321)	1	2	3	4	5
22. Marketing Policy (MKTG 499)	1	2	3	4	5
23. Interdisciplinary Integrating Experience (BUSN 499)	1	2	3	4	5
24. Introduction to Statistics (STQM 260)	1	2	3	4	5
25. Quality/Operations Management (MGMT 370)	1	2	3	4	5

Comments:

How effective are the following related College of Business courses on helping you prepare for your career?

	Poor		Average		Excellent
26. Principles of Advertising (ADVG 222)	1	2	3	4	5
27. Business Ethics and Social Respons. (MGMT 447)	1	2	3	4	5
28. Desktop Publishing (VISC 118)	1	2	3	4	5

Comments:

Please rate the following Public Relations major courses on their effectiveness in developing your professional skills.

29. Contemporary Public Relations (PREL 101 or 190)	1	2	3	4	5
30. Public Relations Principles (PREL 240)	1	2	3	4	5
31. Public Relations Tools & Techniques (PREL 341)	1	2	3	4	5
32. Public Relations Strategies and Tactics (PREL 342)	1	2	3	4	5
33. Public Relations Seminar I (PREL 401)	1	2	3	4	5
34. Public Relations Seminar II (PREL 402)	1	2	3	4	5
35. Public Relations Cases (PREL 440)	1	2	3	4	5
36. Public Relations Campaigns (PREL 455)	1	2	3	4	5
37. Public Relations Internship (PREL 491)	1	2	3	4	5
38. Writing for Mass Media (JRNL 121)	1	2	3	4	5
39. Reporting (JRNL 122)	1	2	3	4	5
40. Marketing Research (MKTG 425)	1	2	3	4	5
41. Public Relations Writing (PREL 220)	1	2	3	4	5

Comments:

Please rate the following aspects of Ferris State, the College of Business and the public relations major.

	Poor		Average		Excellent
42. Overall quality of PR curriculum	1	2	3	4	5
43. Availability of PR program advisor	1	2	3	4	5
44. Helpfulness of PR program advisor	1	2	3	4	5
45. Quality of PR instruction by full-time faculty	1	2	3	4	5
46. Quality of PR instruction by adjunct faculty	1	2	3	4	5
47. Quality of PRSSA student organization	1	2	3	4	5
48. Quality of PR internship experience	1	2	3	4	5
49. Quality of classroom facilities used for PR courses	1	2	3	4	5
50. Quality of Marketing Department faculty	1	2	3	4	5
51. Helpfulness of Marketing Department staff	1	2	3	4	5
52. Quality of College of Business computer facilities	1	2	3	4	5
53. Quality of College of Business MAC lab facilities	1	2	3	4	5
54. Quality of College of Business faculty	1	2	3	4	5
55. Helpfulness of College of Bus. main office staff	1	2	3	4	5
56. Quality of College of Bus. instruction in general	1	2	3	4	5
57. Quality of College of Bus classrooms in general	1	2	3	4	5
58. Quality of FSU Library's public relations references	1	2	3	4	5
59. Helpfulness of FSU's administrative staff overall	1	2	3	4	5
60. Quality of FSU's faculty overall	1	2	3	4	5
61. Quality of FSU's facilities overall	1	2	3	4	5
62. Quality of FSU's academic program overall	1	2	3	4	5
63. Quality of FSU's instruction overall	1	2	3	4	5
64. Helpfulness of FSU's career services office	1	2	3	4	5

Comments:

	Much Worse	Worse	Average	Better	Much Better
65. Based on your knowledge, please rate the quality of Ferris State's Public Relations major compared to those offered by MSU, GVSU, CMU, EMU and NMU.	1	2	3	4	5

Please provide the following demographic information to help us analyze the survey results.

66. Your current class: (1) Freshman (2) Sophomore (3) Junior (4) Senior

67. You entered the PR major as a: (1) New FSU Freshman (2) Freshman Year (3) Soph. (4) Jr. (5) Sr.

68. Are you a member of PRSSA? (1) Yes (2) No

69. Your grade point average at FSU is: (1) Below 2.0 (2) 2.0-2.5 (3) 2.5-3.0 (4) 3.0-3.5 (5) 3.5-4.0

70. If there is one significant change which you think should be made to improve the public relations major, what would it be and why is it important?

71. Please describe where and how you first became aware of FSU's Public Relations major?

72. Why did you decide to major in Public Relations?

73. Why did you decide to get your degree from Ferris State?

74. What do you think should be done to recruit more students for the Public Relations major at Ferris State?

75. Please add any additional comments you feel will be beneficial in helping to improve the public relations major. Use the back of the sheet, if necessary.

Thank you for your time, effort and opinions!

Please return the completed answer sheet and survey form to Ron Greenfield, Room 320 before you leave campus for the summer.

**Sample Faculty Cover Memo
and Questionnaire**

Memo

TO:

FROM: Ron Greenfield

SUBJECT: Academic Program Review

DATE: April 21, 2003

As you know, every six years each academic major at Ferris State conducts a detailed Academic Program Review to evaluate the major's effectiveness and to identify improvements which will make it more successful. The Public Relations major in the College of Business is one of the programs under review in 2003-2004.

Your opinions and suggestions will be very helpful to us in our efforts to continue to enhance the Public Relations major. Please respond to the following questions and return this survey form to me at COB Room 320 by May 1. Responses will be kept anonymous. Simply remove this cover sheet before returning the questionnaire.

Thank you for your opinions and cooperation.

Attachment: Survey Form

Faculty Survey

Public Relations Major, Academic Program Review

April 2003

	Strongly Agree		Neutral		Strongly Disagree	Unkn
1. The Public Relations major fits FSU's mission statement.	5	4	3	2	1	U
2. FSU's Public Relations major is a valuable part of the College of Business curricula offerings.	5	4	3	2	1	U
3. The Public Relations Principles (PREL 240) course is a beneficial elective course for students in other majors.	5	4	3	2	1	U
4. FSU's Public Relations major is unique among Public Relations programs offered by universities in Michigan.	5	4	3	2	1	U
5. Most Public Relations curricula at universities are not located within Colleges of Business.	5	4	3	2	1	U
6. FSU's Public Relations curriculum is a quality program.	5	4	3	2	1	U
7. FSU's Public Relations students are equal to or above the average quality of all College of Business students.	5	4	3	2	1	U
8. The current faculty staffing for the Public Relations major is sufficient to permit optimum program effectiveness.	5	4	3	2	1	U
9. The administrative staffing of the Public Relations major is of a high level of management ability and performance.	5	4	3	2	1	U
10. The COB administration's commitment to the Public Relations major is sufficient to insure maximum growth.	5	4	3	2	1	U
11. The current materials and supplies the COB provides to its Public Relations major are sufficient to permit optimum growth.	5	4	3	2	1	U
12. The facilities and equipment provided for public relations studies are sufficient for a high quality program.	5	4	3	2	1	U
13. The Public Relations major needs a stronger recruiting effort because of its uniqueness.	5	4	3	2	1	U
14. Lack of knowledge of the public relations profession and careers among the general public is a handicap to recruiting students.	5	4	3	2	1	U
15. Which of the following are you part of: <input type="checkbox"/> Mktg. Dept. <input type="checkbox"/> Mgt. Dept. <input type="checkbox"/> AFES Dept. <input type="checkbox"/> CIS Dept. <input type="checkbox"/> ISM Dept. <input type="checkbox"/> COB Staff <input type="checkbox"/> A & S Faculty <input type="checkbox"/> FSU staff <input type="checkbox"/> Other						

-Over Please-

16. What changes would you recommend be made to improve FSU's Public Relations academic program?

17. What would you recommend be done to make the Public Relations courses offered more valuable to students in other curricula?

18. Other comments?

Thanks for your assistance.

Return the completed survey to Ron Greenfield, COB 320

**Sample Advisory Committee
Cover Letter and Questionnaire**

August 11, 2003

Ms. Ann Barkelew, APR, PRSA Fellow
Senior Vice President, General Manager and Partner
Fleishman-Hillard, Inc.
225 South Sixth Street, Suite 5350
Minneapolis, Minnesota 55402

Dear Ann:

Its been some time since you and the other members of the Professional Advisory Committee for the Public Relations major here at Ferris State have met formally. As you know, Pat Jackson chaired this committee for many years and his counsel will continue to be missed.

We have implemented the course and content changes the committee suggested and the College of Business recently also revised its 30-hour Business Core. These revision processes take a long time to accomplish in the academic world. Attached is a check sheet of the courses a Ferris State Public Relations student is now required to complete and a sheet carrying the general description of the content of each of the Public Relations major courses.

We need your help on a current project. Every few years, each academic major at Ferris State conducts a comprehensive study, called an Academic Program Review, to evaluate the curriculum and insure that the major is of high quality and meeting the needs of employers. This year it's Public Relations' turn.

Work on this review has been underway and includes the collection of data, opinions and suggestions from students, faculty, graduates, employers and Advisory Committee members. To complete the research, we need your answers to the questions on the enclosed survey. We've worked hard to keep this survey short. It should take about 15 minutes to complete. Please feel free to continue your comments or suggestions on additional sheets of paper.

To meet our deadline, it will be helpful if you can respond by August 22. Please fax the completed questionnaire to me at 231-796-5036 or mail it to me at Ron Greenfield, College of Business, 119 South Street, Big Rapids, MI 49307. If you have any questions, call me at home (231-796-5036) or email me at ronald_greenfield@ferris.edu.

We have a new College of Business Dean and we are revising and formalizing our approach to our Professional Advisory Committee to insure that we obtain more frequent and substantive input on our Public Relations curriculum. If it is no longer possible for you to serve on this committee, please let me know.

Thanks for your time, opinions and continued support of Ferris State's Public Relations major.

Sincerely,

Ronald H. Greenfield, APR
Associate Professor and
Coordinator - Public Relations Major

ACADEMIC PROGRAM REVIEW SURVEY PUBLIC RELATIONS ADVISORY COMMITTEE

1. Based on your knowledge and perceptions, please rate the effectiveness of each of the following functions/programs at Ferris State.

	Excellent		Average		Poor	No Opinion
FSU's Public Relations curriculum	5	4	3	2	1	N/O
FSU's Public Relations faculty	5	4	3	2	1	N/O
Facilities/equipment for teaching PR students	5	4	3	2	1	N/O
Overall abilities of FSU PR graduates	5	4	3	2	1	N/O
Ferris State's academic programs overall	5	4	3	2	1	N/O
Ferris State's faculty overall	5	4	3	2	1	N/O

2. What makes Ferris State's public relations curriculum unique compared to those offered by other universities and why is that unique feature important?

3. How important is each of the following public relations skills to a new professional?

	Very Important				Not Important	No Opinion
News and feature writing/editing	5	4	3	2	1	N/O
Newsletter/magazine writing/editing	5	4	3	2	1	N/O
Technical/proposal writing	5	4	3	2	1	N/O
Speechwriting	5	4	3	2	1	N/O
Audiovisual writing/production	5	4	3	2	1	N/O
Still photography	5	4	3	2	1	N/O
Video/film production	5	4	3	2	1	N/O
Printing production	5	4	3	2	1	N/O
Radio production	5	4	3	2	1	N/O
Television production	5	4	3	2	1	N/O
Advertising copy writing/layout	5	4	3	2	1	N/O
Graphic design/layout	5	4	3	2	1	N/O
Computerized graphic design/layout	5	4	3	2	1	N/O
Using computer systems/software	5	4	3	2	1	N/O
Web site production/operation	5	4	3	2	1	N/O
Direct mail/marketing	5	4	3	2	1	N/O
Public relations research	5	4	3	2	1	N/O

4. How important is a working knowledge of each of the following public relations functions to a new college graduate entering the profession?

	Very Important				Not Important	No Opinion
News media relations	5	4	3	2	1	N/O
Employee communications	5	4	3	2	1	N/O
Government relations	5	4	3	2	1	N/O
Community relations	5	4	3	2	1	N/O
Contributions management	5	4	3	2	1	N/O
Issues management	5	4	3	2	1	N/O
Marketing communications	5	4	3	2	1	N/O
Special events planning/management	5	4	3	2	1	N/O
Public relations/opinion research	5	4	3	2	1	N/O
Not-for-profit communications	5	4	3	2	1	N/O
Fundraising	5	4	3	2	1	N/O
Organizational identification/logos	5	4	3	2	1	N/O
Crisis communications	5	4	3	2	1	N/O
Senior management counseling	5	4	3	2	1	N/O
Program planning/budgeting	5	4	3	2	1	N/O
Staff management	5	4	3	2	1	N/O
Institutional/public relations advertising	5	4	3	2	1	N/O
Public relations law and ethics	5	4	3	2	1	N/O

Comments:

5. What changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?

6. In the next five years, what major trend or trends will affect and/or change the training and skills needed by new public relations professionals entering the field in about 2008?

7. Please provide any additional comments, opinions and suggestions on the merit of FSU's approach to teaching public relations and how it may be improved.

Continue your comments on additional sheets of paper, if desired. Please return this questionnaire by Fax (231-796-5036) or mail to Ron Greenfield, College of Business, 119 South Street, Big Rapids, MI 49307. Thank you for your help.

Contemporary Public Relations

PREL 101, Section 001, 12-12:50 p.m., Wednesday

Instructor

Ronald H. Greenfield, Associate Professor-Marketing and Coordinator-Public Relations Major
Office: College of Business, Room 320, Phone 591-2448 (Home 796-5036),
E-mail: ronald_greenfield@ferris.edu
Office Hours: 2-3 p.m. MW, 1:15-2 p.m. TR, 10-11 a.m. F. Additional hours by appointment.

Course Overview

A survey of the public relations profession including history, academic preparation, required skills and knowledge, employment opportunities and career progression. Assesses student's personal interests, characteristics and abilities to pursue and succeed in a public relations career.

Objectives

1. To understand the role and mission of FSU, its academic and personal support services, financial aid and academic programs.
2. To learn basic study skills, effective time management, problem solving and conflict management and to develop personal and professional relationships.
3. To understand wellness issues, learn to appreciate ethnic and cultural diversity, participate in social and cultural University activities, and to function as a young, responsible adult.
4. To provide the new student with a broad understanding of the public relations profession and the history of its development.
5. To define the academic preparation, skills and knowledge essential to fulfill the needs of the public relations job market.
6. To learn about employment opportunities and career progression within the public relations profession.
7. To help the student confirm/decide that he/she should pursue the public relations major and career.

Textbook

Rotman, Morris B., *Opportunities in Public Relations Careers*, VGM Career Books (Division of the McGraw-Hill Companies), Lincolnwood, IL, 2001. ISBN 065801334

The nature of this orientation course requires that supplementary reading and study materials be utilized from current professional and trade reference sources obtained through the library and internet. Selected texts and publications may be placed on reserve at the library for use by all students in PREL 101. Additional materials and handouts may be provided by the instructor and speakers as they apply to the subject matter being covered.

General Requirements

1. Regular class attendance is required. Absence is excused when the student is attending a university authorized event/activity and a official absence form is provided to the instructor.
2. Each new freshman and transfer student is required to meet personally with the instructor in his office at some time during the first two weeks of classes. This provides an opportunity for you and your professor to get to know one another. A sign up sheet will be provided in class for selecting the time for your individual meeting.
3. Papers and projects are due at the beginning of the class session indicated on the schedule. Tardiness will lower your grade.
4. Accuracy is essential in public relations work. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively affect grades awarded on an assignment.
5. All papers submitted will be typed, double-spaced and stapled in the upper left corner.
6. Students are encouraged to join the public relations student professional group, Public Relations Student Society of America. The Ferris State Chapter meets twice a month and is involved in a variety of activities to help members enhance their PR education and launch their PR careers. Annual membership is \$41 for national dues and \$10 for the local chapter.

Grading System

The following evaluation methods will be used (380 points maximum).

Papers - 150 points (three papers @ 50 points)
Final Exam Research Paper – 100 points
PR Issues Analysis - 30 points (three @ 10 points)
Attendance and Class Discussion - 100 points

The following grading scale will be used in this course:

A	92% and higher	C	72-77
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-87	D	62-67
B-	80-81	D-	60-61
C+	78-79	F	59% and lower

Note: Final (and Mid-term) grades may be accessed through the Ferris Web Site at <http://www.ferris.edu>, clicking on "Student Web Services" and then "Student Information Access."

Current Public Relations Issues

During the first few minutes of each class, we will discuss significant public relations issues observed or occurring on campus, in the state, the nation or worldwide during the past few days. To prepare for this review, you are expected to research and collect examples of current public relations issues, problems and opportunities; to prepare a brief, written analysis covering the outline and questions below; and be prepared to discuss this with the class.

The analysis/discussion should briefly (maximum of one page) address the following questions:

I. Issue

What is the specific public relations issue? (Source)

II. Publics

Who are the individuals/groups involved and why are they concerned?

III. Analysis

How the issue is being handled from a public relations perspective?

IV. Recommendations

If you were the organization's public relations counsel, what would you recommend be done differently to better handle the situation?

These papers will include the newspaper or magazine clipping you read or a brief written summary of a broadcast story you heard/saw or a brief synopsis of the public relations program you observed or in which you participated. The newspaper or magazine clipping will be mounted on standard 8 1/2x 11 paper, include the publication's name and date and be stapled to the analysis handed in after the class discussion. The brief summary or synopsis will include the station and air date and time or the activity location, date and time.

A total of three issues analysis papers should be submitted by you during the semester with a maximum of one article each week. Ten points will be awarded for each.

Research Papers

As part of this course, you will research and write three brief papers to help you analyze and prepare for a career in public relations. Each of these papers will be approximately three pages and must be typed, double-spaced and stapled in the upper left hand corner. At least three supplemental reference sources (beyond the text, class lecture/discussion and handouts) should be researched, read, cited in the paper and carried in a bibliography attached to the back of the paper.

The first paper, titled "**What is Public Relations?**", will enable you to research and define the purposes and scope of the public relations in organizations today. Most people struggle when asked to explain the role of a professional public relations practitioner especially with the past history of press agents, propagandists and spin doctors.

The second paper is titled "**My Personal Talents, Interests and Characteristics Which Will Lead to Success in My PR Career.**" This paper encourages the student to analyze his/her own abilities and interests and how these characteristics will affect the ability to fulfill the requirements and demands of professional public relations practice.

The third paper, titled "**The Public Relations Career Track of Most Interest to Me**" will enable you to research, study and select the aspect of professional practice of most interest to you personally including the type of organization you want to work for, the type of public relations tasks you prefer, etc.

Final Exam Research Paper

The final exam in PREL 101 will consist of a five page research paper written by the student and personally turned in at the designated Final Exam period. This paper will be a profile of a real organization's public relations operation selected by the student with the instructors approval. A rough outline of the topics to be covered in this paper are shown below.

- I. **Organization**
Name, address, phone, URL, principle PR person and title, etc.
- II. **Mission**
The mission of the organization
- III. **Public Relations' Role**
The role of public relations in advancing the organization's mission.
- IV. **Public Relations Capabilities**
Details on PR staffing, organizational structure, responsibilities/duties of each person, budget, reporting relationship to top management in the organization, etc.
- V. **Major Public Relations Activities**
The principle publics dealt with by the PR department and the major PR activities carried out to reach each of these with key messages.
- VI. **Evaluation**
How are the PR programs evaluated?
- VII. **Past and future**
How has the department's PR activities changed during the last three years and what other changes are expected in the next three years.

Class Schedule and Course Outline

- Aug. 28 Orientation, discussion of course requirements, FSU mission, services and programs, etc.
- Sept. 4 Student study skills and learning styles, time management
- Sept. 5 Special (Thursday, 11 a.m.) class meeting – PRSSA orientation
College of Business Building, Room 224
- Sept. 11 Wellness issues, problem solving, student and academic relationships
- Sept. 18 Campus activities and services, student diversity and adult responsibilities
Assignment: Read chapter 1 and 2
- Sept. 25 History of public relations
Assignment: Read chapters 3-5 and 7 and Appendix E
- Oct. 2 Public relations today, research techniques
Assignment: Prepare "What is Public Relations?" paper
Review case study
- Oct. 9 Public relations case study
Due: "What is Public Relations?" paper
Assignment: Read chapter 6
- Oct. 16 Skills and knowledge requirements, matching my characteristics with professional requirements
Assignment: Prepare "My Personal Skills, Interests..." paper
- Mid-term grades posted

- Oct. 23. Academic preparation, registration (Bring your registration materials)
Due: "My Personal Skills, Interests..." paper
Assignment: Prepare class schedule for Winter Semester
Make appointment with advisor
- Oct. 30 Contemporary Public Relations Practice
Assignment: Read chapter 8
- Oct. 31 Last Day for withdrawal from classes with "W" grade
- Nov. 6 Employment opportunities in public relations
Assignment: Read appendix A and B
- Nov. 13 Professional career progression
Assignment: Prepare "Public Relations Career..." paper
- Nov. 20 Your public relations career
Due: "Public Relations Career..." paper
- Nov. 21 Special (Thursday, 11 a.m.) class meeting – PRSSA National Conference Briefing
College Of Business, Room 320
- Nov. 27 Guest speaker- Public relations professional
- Dec. 4 The future of public relations, course wrap-up and evaluation
- Dec. 9 Final Exam, 12:00-1:40 p.m.
Due: Final Exam Research Paper

PUBLIC RELATIONS WRITING

PREL 220

Fall Semester 2000

1-1:50 p.m. MWF, 9-10:50 T (Lab)

Instructor

Ronald H. Greenfield, Assistant Professor-Marketing and Coordinator-Public Relations Major
Office: College of Business, Room 320, Phone: 591-2448, email: ronald_greenfield@ferris.edu
Office Hours: As posted and announced in class. Additional hours by appointment.

Course Overview

An in-depth overview of written communications skills and techniques required for professional public relations practice. Emphasis on news, feature, editorial and publication writing and editing as applied to technical programs.

Prerequisite

B or better in ENGL 150

Objectives

1. Introduce the theoretical framework for the journalism profession.
2. Provide an overview of writing for mass media.
3. Learn, perfect and apply basic journalism and writing skills.
4. Examine the legal requirements and ethical standards for journalists.

Textbooks

Mencher, Melvin, *Basic Media Writing*, Sixth Edition, McGraw-Hill College, Boston, Mass, 1999

The Associated Press Stylebook and Libel Manual

College level dictionary and thesaurus

General Requirements

1. Regular class attendance is required and is taken at the beginning of each session. Absence is excused when attending a university authorized event/activity. Attendance and class discussion account for ten percent of your grade and, as a result, any unexcused absences (beyond two for the semester) will lower your final grade.
2. Class time will be used for writing, editing, rewriting and discussing on the projects assigned during the course. Aggressive involvement in this application and discussion activity will be of significant value to the student.
3. Papers and articles are due at the beginning of the class session indicated on the schedule. Tardiness will lower your grade. An assignment will not be accepted if it is more than six days late.
4. Accuracy is essential in journalism and public relations work. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively effect grades awarded on an assignment. Sloppy proofreading will result in rejection of the article with no grade.
5. Knowledge of and adherence to the Associated Press Style of newswriting is essential in this course. Violations of these styles and standards will negatively affect grades on projects.

6. All articles submitted will be typed in proper news format, double-spaced and stapled in the upper left corner. Two copies of each article will be turned in. One of these copies will be used for the subsequent editing exercise.

7. At the end of this semester each student must submit a portfolio of at least five of the articles produced in this course. The articles should represent the student's best efforts and quality. These should be suitable for use in your internship or job application process.

Grading System

The following evaluation methods will be used (2000 points maximum).

Articles (12 @ 100 points each) =	1200
Quizzes (3 @ 100 points each) =	300
Editing (12 @ 25 points each) =	300
Attendance and Discussion =	200

Extra credit - Students may obtain an extra 200 points of credit by preparing and having articles published in the *Torch*, FSU's student newspaper. One hundred points will be awarded for each significant article used in the *Torch* and bylined with the student's name. To obtain this extra credit, the student must submit a copy of the original article and a copy of the actual *Torch* issue carrying the article.

These points will convert to final grades as follows:

A	92% and higher	C	72-77
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-87	D	62-67
B-	80-81	D-	60-61
C+	78-79	F	59 % and lower

Class Schedule and Course Outline

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

Aug. 28 Orientation and discussion of course syllabus
Assignment: Study Chapters 1 and 2

Aug. 29 Journalism
Assignment: Study Chapter 3

Aug. 30 News Value
Assignment: Study Chapter 4

Sept. 1 Writing News Articles
Assignment: Study Chapter 5

Sept. 4 No Class - Labor Day

Sept. 5 Writing Lab
Assignment: Study for quiz over Chap 1-5

Sept. 6 Writing leads
Assignment: Study Chapter 6

Sept. 8 Quiz Chapters 1-5, Article Structure
Assignment: Article samples

Sept. 11 Article Structure
Due: Sample newspaper/magazine articles

Sept. 12 Writing Lab
 Assignment Study Chapters 7 and 8
 Sept. 13 Research and Reporting
 Assignment: Study Chapter 9
 Sept. 15 Interviews and meetings
 Assignment: Study Chapter 10
 Sept. 18 Article Types and Essentials
 Assignments: Study for quiz over Chap. 6-10
 Article 1
 Sept. 19 Writing Lab, Quiz over Chap 6-10
 Assignment: Glossary
 Sept. 20 Discuss and Draft Articles
 Sept. 22 Editing Workshop
 Due: Article 1
 Assignment: Article 2
 Sept. 25 Editing Workshop
 Due: Article 2
 Assignment: Article 3
 Sept. 26 Writing Lab
 Sept. 27 Discuss Articles
 Sept. 29 Draft Articles
 Oct. 2 Editing Workshop
 Due: Article 3
 Assignment: Article 4
 Oct. 3 Writing Lab
 Oct. 4 Discuss Articles
 Oct. 9 Editing Workshop
 Due: Article 4
 Assignment: Article 5
 Oct. 10 Writing Lab
 Oct. 11 Discuss Articles
 Oct. 13 Draft Articles
 Oct. 16 Editing Workshop
 Due: Article 5
 Assignment: Article 6
 Oct. 17 Writing Lab
 Oct. 18 Discuss Articles
 Oct. 20 Draft Articles
 Assignment: Article 7
 Oct. 23 No Class - National PRSA and PRSSA Conferences
 Oct. 24 No Class - National PRSA and PRSSA Conferences
 Oct. 25 Editing Workshop
 Due: Article 6
 Oct. 27 Discuss/Draft Articles
 Oct. 30 Editing Workshop
 Due: Article 7
 Assignment: Article 8
 Oct. 31 Writing Lab
 Nov. 1 Discuss Articles
 Nov. 3 Draft Articles
 Nov. 6 Editing Workshop
 Due: Article 8
 Assignment: Article 9
 Nov. 7 Writing Lab
 Nov. 8 Discuss Articles

Nov. 10 Draft Articles
Nov. 13 Editing Workshop
 Due: Article 9
 Assignment: Article 10
Nov. 15 Discuss Articles
Nov. 17 Draft Articles
Nov. 20 Editing Workshop
 Due: Article 10
 Assignment: Article 11
Nov. 21 Writing Lab
Nov. 22 Discuss Articles
Nov. 24 No Class - Thanksgiving
Nov. 27 Editing Workshop
 Due: Article 11
 Assignment: Article 12
Nov. 28 Writing Lab
 Assignment: Study Chapter 11
Nov. 29 Broadcast Writing
 Assignment: Study Chapter 12
Dec. 1 Photojournalism
 Due: Article 12
 Assignment: Study Chapter 13 and 14, Prepare Portfolio
Dec. 4 Public Relations and Advertising
 Assignment: Study Chapter 15
Dec. 5 Writing Lab
Dec. 6 Laws and Ethics
Dec. 8 Course Wrapup
 Assignment: Study for quiz over Chapters 10-15, Complete Portfolio
Dec. 13 Final Exam, 12-1:40 p.m.
 Quiz over Chapters 10-15, Portfolio due

PUBLIC RELATIONS PRINCIPLES

PREL 240

Winter Semester 2003

INSTRUCTOR

Ronald H. Greenfield, Associate Professor-Marketing and Coordinator-Public Relations Major Office: College of Business, Room 320, Phone: 591-2448, E-mail: ronald_greenfield@ferris.edu Office hours: 12-1 p.m. MWF, 1:15-2 p.m. TR. Additional hours by appointment.

COURSE OVERVIEW

Nature and function of public relations with emphasis on its role in business. Provides an overview of the public relations process and techniques used to build positive long-term relationships with an organization's key constituencies. Explores the use of communications tools such as brochures, speeches, company publications, news releases and new communications technology.

OBJECTIVES

1. To introduce the theoretical, social science framework for the public relations function.
2. To provide an overview of professional public relations practice.
3. To learn and perfect basic skills in developing and applying public relations tools and tactics.
4. To examine and utilize the processes of developing and administering PR programs.
5. To create awareness of public relations careers and opportunities.

TEXTBOOK

Seitel, Frazer P., *The Practice of Public Relations*, Eighth Edition, Upper Saddle River, N. J., Prentice Hall, Inc., 2001. ISBN 0-13-327679-0

The class sessions on the Four-Step Process of planning public relations programs covers material found in four chapters in Center, Cutlip and Broom's text, *Effective Public Relations*. Copies of this text are on reserve at the library for your use and reference.

Additional articles and materials will be handed out, as appropriate, during class sessions.

GENERAL REQUIREMENTS

1. Regular class attendance is required and is taken promptly at the beginning of class. An absence is excused if a student is attending a university authorized event/activity and provides the instructor a copy of the official authorization for such an absence. Attendance and class discussion account for 50 points (ten percent of your grade). Unexcused absences will lower your final grade because the 50 points will generally be applied as follows: 0 to 2 absences-50 points, 3 absences-40 points, 4 absences-30 points, 5 absences-20 points, 6 or more absences-0 points.
2. Papers and projects are due at the beginning of the class session indicated on the schedule. Tardiness will lower your grade.
3. Accuracy is essential in public relations work. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively affect grades awarded on an assignment.
4. All papers submitted will be typed, double-spaced and stapled in the upper left corner.

-over-

Public Relations

APRC Appendices 2003-2004

Section 2 of 4

GRADING SYSTEM

The following evaluation methods will be used (500 points maximum).

Tests - 300 points (two during the semester and one final @ 100 points each)
Journals - 25 points (5 Journals @ five points each)
Raina News Release - 25 points
Four-Step Process Paper - 100 points
Attendance and Class Discussion - 50 points
Extra Credit - Maximum of 30 points
(Additional small extra credit opportunities may be offered occasionally in class)

These points will convert to final grades as follows:

A	92% and higher (460+)	C	72-77 (360-389)
A-	90-91 (450-459)	C-	70-71 (350-359)
B+	88-89 (440-449)	D+	68-69 (340-349)
B	82-87 (410-439)	D	62-67 (310-339)
B-	80-81 (400-409)	D-	60-61 (300-309)
C+	78-79 (390-399)	F	59 % and lower (299-)

PUBLIC RELATIONS JOURNALS

Each day hundreds of public relations issues are faced by companies, organizations, groups and individuals in our society. These problems and opportunities may include a crisis such as a plant explosion killing several workers, an opportunity such as launching a revolutionary new product, a mistake such as releasing pollutants into the local creek, etc. From a public relations perspective, the organizations and individuals involved will respond to the issue in ways that will maintain or build positive relationships with those affected or concerned.

PREL 240 students will identify such public relations issues and responses by reading articles in newspapers and magazines, listening to radio programs, viewing television news and public affairs programs, exploring the internet, participating in campus activities, etc. During the semester, each student will prepare five brief Journals (sample attached) on such issues and these will be discussed by the class on Monday mornings. The objective is to help students identify, observe and learn by studying how these current situations are being handled from a public relations perspective. Each typed summary will cover the following:

I. Information source

Cite your source of information on this issue.
(headline, name of news medium, date, page/time)

II. Issue

One sentence statement of the problem or opportunity involved.

III. Analysis

Brief discussion of the issue's significance and the public relations tactics and techniques being applied by the parties.
(i.e. What is the issue's potential impact? What is each party doing now in terms of public relations activities? Is this working? Why are/were they successful or unsuccessful?)

IV. Recommendations

What else do you think should be done from a public relations perspective to resolve the issue and produce more positive relationships?

The five Journals will be submitted at the maximum rate of one per week. When the issue is found in print media or on the internet, the student will attach (staple) a copy of the actual article/clipping (mounted on 8 1/2 X 11 typing paper) to the analysis handed in.

NEWS RELEASE

As part of our class work on public relations writing you will prepare a news release on a significant community relations issue involving Raina, Inc. (Case Study on pp. 272-273 of the text). Two copies of this release are due February 28. Through this project you will apply the basic public relations writing concepts and techniques covered in the text and in class and learn how to prepare this basic tool used in many public relations programs.

FOUR-STEP PROCESS PAPER

1. During the last month of this course you will prepare a paper in which you will apply the public relations knowledge gained in this class by using the Four-Step Public Relations Planning Process to develop a practical public relations program for a real organization. The topic (public relations issue, problem or opportunity) you deal with will be selected by you (subject to approval by the instructor) and should involve an organization with which you are familiar such as one you belong to, have worked for, have had an internship with, plan to work for after graduation, etc. The subject of this paper is due April 7 and the final paper is due April 23.

2. Additional detailed information on the Four-Step Management Process can be found in "*Effective Public Relations*" by Scott M. Cutlip, Allen H. Center and Glen M. Broom. Copies of several editions are on reserve at FLITE for your use. The chapters and pages covering each step of the process are as follows:

<u>Chapter</u>	<u>Edition</u>				
	<u>Fourth</u>	<u>Fifth</u>	<u>Sixth</u>	<u>Seventh</u>	<u>Eighth</u>
Fact Finding and Feedback	188-212	138-161	188-218	316-344	339-368
Planning and Programming	213-235	162-187	221-255	345-378	369-402
Action and Communication	236-262	188-212	258-285	379-405	403-428
Evaluation	263-279	213-230	289-308	406-435	429-456

3. Class time, as designated on the schedule, will be used for a workshop on the Four-Step project and the instructor will be available to answer questions and offer guidance. Attendance at this workshop is mandatory.

4. The completed paper will be presented in the format below using the headings indicated.

- I. Definition of the Issue
 - A) Problem/Opportunity Statement
 - B) Situation Analysis
- II. Plan for Proposed Program
 - C) Goal(s)
 - D) Target Publics
 - E) Objectives
- III. Implementation and Communication
 - F) Message(s)
 - G) Communications Strategies
 - H) Program Tools and Tactics
 - I) Timetable
 - J) Budget
- IV. Evaluation of the Program
 - K) Mid-course Adjustments
 - L) Post-program Research
- V. Samples of proposed tools and tactics

5. Grading is based upon the accuracy and thoroughness of your application of the Four-Step Process and the quality of the public relations program you develop. Significant points will be awarded for sample news releases, fact sheets, backgrounder, press kit, meeting agendas, radio or TV PSA copy and visuals, letters to opinion leaders and other public relations tools and techniques, as called for in your plan and included on Section V of your paper.

EXTRA CREDIT PROJECTS

Three "extra credit" writing projects are offered and details are attached to this syllabus. Each of these optional projects is worth a maximum of 10 points. Work should begin on these after completion of the lectures on Public Relations Tools, March 7, and they can be turned in any time up to April 28.

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

- Jan. 13 Orientation and Discussion of Course Objectives
Assignment: Read Chapter 1
- Jan. 15 What is Public Relations?
Assignment: Read Chapter 2
- Jan. 17 History of Public Relations
- Jan. 20 No Class – King Day
- Jan. 22 History of Public Relations
First Discussion of Journals
Assignment: Read Chapter 3
- Jan. 24 Influencing Public Opinion
Assignment: Read Chapter 4
- Jan. 27 Ethics and Social Responsibility
Assignment: Read Chapter 5
- Jan. 29 Research Methods
Assignment: Read Chapter 6
- Jan. 31 Public Relations and Law
Assignment: Read Chapter 7
- Feb. 3 Communications Theory
- Feb. 5 Communications Theory
Assignment: Read Chapter 8
- Feb. 7 Public Relations Management
- Feb. 10 Public Relations Management
Assignment: Study for test over Chapters 1-8 and allied materials.
- Feb. 12 Test over all information covered thus far in this course.
Assignment: Read Chapter 9
- Feb. 14 Managing Issues and Crisis
Assignment: Read Chapter 10
- Feb. 17 Integrated Marketing Communication
- Feb. 19 Integrated Marketing Communication
Assignment: Read Chapter 11
- Feb. 21 Public Relations Writing
Assignment: Read Case Study pp. 272-273
- Feb. 24 Public Relations Writing
Assignment: Write Raina news release
- Feb. 26 Public Relations Writing
Assignment: Read Chapter 12
- Feb. 28 Public Relations Tools
Due: News release on Raina
- Mar. 3 Public Relations Tools

- Mar. 5 Public Relations Tools**
- Mar. 7 Illinois Power VCR**
 Assignment: Read Chapter 13, Complete any Extra Credit Projects desired
- Mar. 10-14 No Class- Spring Break**
- Mar. 17 PR on the Internet**
- Mar. 19 PR on the Internet**
 Assignment: Read Chapter 14
- Mar. 21 Media Relations**
- Mar. 24 Media Relations**
- Mar. 26 Media Relations**
 Assignment: Read Chapter 15
- Mar. 28 Electronic Media**
- Mar. 31 Electronic Media**
 Assignment: Study for test, Chapters 9-15 and allied materials.
- Apr. 2 Test over Chapters 9-15, lectures and handouts.**
- Apr. 4 The Four-Step Public Relations Planning Process-Step 1 and Step 2**
 Note: A packet of handouts will be provided covering the Four-Step Public Relations Planning Process.
 Assignment: Select topic for Four-Step Planning project
- Apr. 7 The Four-Step Public Relations Planning Process-Step 3 and Step 4**
 Due: Individual topics for Four-Step projects
 Assignment: Complete your public relations plan utilizing the Four Step Process (See syllabus heading, "Four-Step Process Paper," for details).
- Apr. 9 Four-Step Process Workshop**
 Assignment: Read Chapter 16
- Apr. 11 Employee Communications**
- Apr. 14 Employee Communications**
 Assignment: Read Chapter 17
- Apr. 16 Community Relations**
- Apr. 18 No Class – Easter Break**
- Apr. 21 Community Relations**
 Assignment: Read Chapter 18
- Apr. 23 Government/Public Affairs**
 Due: Four-Step Process Paper
 Assignment: Read Chapter 19
- Apr. 25 Consumer and Investor Relations**
- Apr. 28 Consumer and Investor Relations**
 Due: Final date to submit any Extra Credit Projects and Journals
 Assignment: Read Chapter 20
- Apr. 30 The Future of Public Relations**
- May 2 Course Summary and Wrap Up**
 Assignment: Study for third (final) exam over the Four-Step Public Relations Planning Process lectures and handouts and Chapters 16-20 of our text.
- May 6 Final Exam, 8 p.m.**
 This will be a 'mass' exam including students from all PREL 240 sections. The location will be announced.
 Final course grades are available on the Ferris Website May 13.

PREL 240 Journal

I. Source

"Pruning Concerns - Michigan Bulb Tries to Weather Bad Publicity About Annual Sweepstakes," Grand Rapids Press, March 15, 2000, Page 1.

II. Issue

The use of sweepstakes as marketing promotions is coming under serious scrutiny by Congress and legal authorities.

III. Analysis

Michigan Bulb, based in Grand Rapids, is facing a national scandal over its use of sweepstakes promotions in its marketing programs. My parents have received many such mailings from them over the years, have purchased plants and have never won anything even though the mailings have implied many times that we were winners.

National newspapers have been investigating these marketing techniques and US Senators want to pass a law banning misleading sweepstakes mailings. State Attorney Generals have threatened lawsuits.

Even if found to be legal, the use of such sweepstakes techniques is questionable corporate ethics. At the very least, the mailings are misleading and even though Michigan Bulb's Holmquist emphasizes that they respond to every complaint and offer to reimburse people, this issue severely damages Michigan Bulb's reputation. The company comes off as deceitful, greedy and willing to take advantage of people particularly the elderly.

Seitel discusses corporate Codes of Ethics and Standards of Business Conduct in Chapter 4 and the sweepstakes promotions are very questionable ethics. I think the PRSA Code of Ethics would also be violated.

IV. Recommendations

The issue has now reached the point that it will be difficult for the company to avoid legislation and court cases and possibly serious damage to their marketing effort. An earlier, significant response by them could have avoided this and shown that the companies are ethical and responsible.

Now, the companies need to address the ethics (and legality) of using sweepstakes immediately or they will continue to reinforce their negative reputation. I recommend that Michigan Bulb and the others drop such sweepstakes techniques and come up with other marketing approaches before the companies are dragged through the courts or their managements are put into jail.

Extra Credit Opportunities

PREL 240

Following are three extra credit projects involving the production of basic public relations tools. These projects are worth 10 points each. This additional work is optional and is due on April 28, as indicated in the syllabus.

- 1. About an hour ago, you were elected president of the Associated Student Government at Ferris State. Assume you are a writer for the university's Public Relations Department and write a news release to send to the media in your hometown announcing this honor. Your purpose in preparing and placing the news release is to use your election as the news and local peg to carry a message designed to recruit students for your major at FSU and to enhance the college's reputation in general. Also include a list of all of the news media to whom you will send the release.**
- 2. Prepare a one-page fact sheet on Ferris State's College of Business. The sheet should be developed for use in recruiting students, informing visitors, serving as a general reference piece for faculty and staff, etc. Samples of standard fact sheet formats were provided in class. Note: If you are not a College of Business student, you may instead prepare the fact sheet on your college.**
- 3. You are the principal public relations official for the organization described in the handout for this extra credit project (You may obtain this handout from the instructor.). Using the set of facts/information provided in the handout, prepare an appropriate news release and describe/list the news media who should receive a copy of this release.**

PUBLIC RELATIONS TOOLS

PREL 341

Fall Semester 2001

9 - 9:50 a.m., MWF

INSTRUCTOR

Ronald H. Greenfield, Associate Professor - Marketing and Coordinator - Public Relations Major
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), email ronald_greenfield@ferris.edu
Office Hours: Will be posted and announced in class. Additional hours by appointment

COURSE OVERVIEW

Survey of the development and application of public relations tools used by professionals to build and enhance relationships with an organization's key publics. Analysis of resources, rationale and techniques leading to the hands-on development of a variety of written, verbal and visual communications tools such as news releases, newsletters, fact sheets, audiovisual presentations, brochures, web sites and speeches.

PREREQUISITES

PREL 240 or 340, B" or better in ENGL 150 and 250.

OBJECTIVES

1. To develop an understanding of the use of basic communications tools in public relations practice.
2. To learn and perfect professional skills in preparing and producing basic written, verbal and visual communications tools.
3. To familiarize the student with the effective application of these tools to a variety of public relations programs.

TEXTBOOK

Dennis L. Wilcox and Lawrence W. Nolte, *Public Relations Writing and Media Techniques*, Fourth Edition, New York, Addison Wesley Longman, Inc., 2001. (ISBN 0321070143)

Associated Press, *The Associated Press Stylebook and Libel Manual*.

Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library.

GENERAL REQUIREMENTS

1. Memberships in the Public Relations Student Society of America (PRSSA) and the Ferris State Chapter are required of all PREL 341 students who are Public Relations majors. The annual PRSSA national membership is \$41 and FSU chapter dues are \$10. These fees will be collected in class September 7. You are encouraged to become actively involved in all PRSSA activities as a supplement to this course.
2. You are an equal partner in the learning process and this requires self-discipline and self-motivation on your part. In an effort to help you become accustomed to the demands of professional public relations work and typical business practices, the expectations and requirements of this class are patterned after those standards.

A. You are expected to attend each class session. Attendance is taken at 9 a.m. Each unauthorized absence, after one, will lower your final grade by one letter. For example - A "C" student missing three classes will automatically receive an "F" in PREL 341. If a student misses any class period, it is his/her personal responsibility to obtain any assignments, lecture notes, handouts, etc., from a classmate and to meet any project deadlines. Any changes in the deadlines shown in the "Class Schedule and Course Outline" will be announced in class.

B. Papers and projects are due at the beginning of the class session shown in the syllabus or as otherwise designated at the time of the assignment. Each day of tardiness will lower your grade on the project by one letter. For example - An "A" paper due Monday but turned in at the following Wednesday's class automatically receives a "C." Any assignment turned in one week or more late will automatically be awarded 0 points. A maximum of 100 points of extra credit projects are available.

3. All written papers will be typed and stapled in the upper left corner and each project will carry a completed Tool Sheet as a cover.
4. All work submitted must be the original and individual work of the student. While students are encouraged to discuss the course material and the project assignments with one another, collaborative project submissions are not permitted. Plagiarism will be grounds for automatic failure of PREL 341. See "Section VI, A. Academic Misconduct" section of the FSU Student Handbook for further guidance.
5. Accuracy is essential in public relations. All work submitted is expected to be error free. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively affect your grade on the assignment.
6. It is the student's responsibility to prepare a final, corrected version of each project for inclusion in his/her job search portfolio. These final versions should be prepared and handed in routinely as the semester progresses and all must be submitted for review no later than the due date noted in the "Class Schedule and Course Outline."

JOB SHADOW

During the semester, each student must participate in and prepare a report on one job shadowing experience. This may be arranged through participation in a PRSA sponsored Job Shadow event or by making your own arrangements to spend a day on the job with a working public relations professional. Examples of actual public relations tools obtained from the professional will be included as part of the report. Further guidance and details will be provided in class.

GRADING SYSTEM

The maximum point total in this course is 1100 and you earn these points through completion of the performance tasks and evaluation instruments as follows:

Tests - 200 total points (One mid-term and one final exam @ 100 points each)

Projects - 700 total points. During the semester, each student will develop and produce a number of basic public relations tools. The project categories and point values are as follows:

News releases (2)	75 points
Feature article & graphics	100 points
Broadcast news, VNR	100 points
Pitch letter, fact sheet & biog	125 points
Media research	100 points
Newsletter	100 points
Web site	100 points

Job Shadow Report - 100 points

Class Participation - 100 points

Extra Credit – Several extra credit projects may be completed during the semester. The description of these is carried in the Projects booklet handed out in class. The points awarded will vary by project, will be added to your point total and will be limited to a maximum of 100.

The following grading scale will be used in this course:

A	92% and above	C	72-77
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-87	D	62-67
B-	80-81	D-	60-61
C+	78-79	F	59% or below

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

Aug. 27 Orientation, Discussion of Course Content/Requirements
Assignment: Study Chapter 1, Collect articles

Aug. 29 Public Relations Writing
Assignment: Study Chapter 2

Aug. 31 Public Relations Writing
Assignment: Study Chapter 3

Sept. 3 No class - Labor Day

Sept. 5 Public Relations Writing
Due: Articles
Assignment: Study Chapter 4

Sept. 7 News and News Media
Assignment: Study Chapter 11

Sept. 10 News and News Media
Assignment: Study Chapter 5

Sept. 12 News Releases
Assignment: Prepare hometown

Sept. 14 News Releases
Assignment: Study Chapter 6

Sept. 17 News Releases
Due: Hometown
Assignment: Prepare news release

Sept. 19 News Features

- Sept. 21 News Features**
Due: News release
Assignment: Study Chapter 7, Prepare feature
- Sept. 24 Visuals, Photos, Graphics**
- Sept. 26 Visuals, Photos, Graphics**
Due: Feature article
Assignment: Study Chapter 8, Prepare graphics for feature article
- Sept. 28 Media Relations Tools**
Due: Feature article graphics
Assignment: Prepare pitch letter
- Oct. 1 Media Relations Tools**
Due: Pitch letter
Assignment: Prepare fact sheet
- Oct. 3 Media Relations Tools**
- Oct. 5 Media Relations Tools**
Due: Fact sheet
Assignment: Prepare biog
- Oct. 8 Media Relations Tools**
Due: Biog
Assignment: Study for mid-term test over Chapters 1-8 and 11 plus the lectures, handouts and projects since August 27.
- Oct. 10 Mid-term Exam**
Test covers Chapters 1-8 & 11 plus all other materials since class began.
Assignment Study Chapter 9
- Oct. 12 Broadcast Tools**
Assignment: Prepare broadcast new release
- Oct. 15 Broadcast Tools**
Due: Broadcast news release
Assignment: Prepare VNR storyboard/script
- Oct. 17 Broadcast Tools**
- Oct. 19 Broadcast Tools**
Due: VNR storyboard/script
Assignment: Study Chapter 10
- Oct. 22 Media Distribution**
- Oct. 24 Media Distribution**
Assignment: Media research project
- Oct. 26 Media Distribution**
Assignment: Study Chapter 12
- Oct. 29 No class - National PRSA and PRSSA Conventions**

- Oct. 31 Printed Tools
- Nov. 2 Printed Tools
 Due: Media research
 Assignment: Newsletter project
- Nov. 5 Printed Tools
- Nov. 7 Printed Tools
- Nov. 9 Printed Tools
 Due: Newsletter project
 Assignment: Study Chapter 13
- Nov. 12 The Web
- Nov. 14 The Web
 Assignment: Web Project, Study Chapter 16
- Nov. 16 Speeches and Presentations
- Nov. 19 Speeches and Presentations
 Due: Web Project
 Assignment: Prepare optional extra credit projects
- Nov. 21 Speeches and Presentations
 Assignment: Study Chapter 15
- Nov. 23 No Class - Thanksgiving
- Nov. 26 Letters, E-mail and Reports
- Nov. 28 Letters, E-mail and Reports
- Nov. 30 Letters, E-mail, Reports, etc.
 Due: Final version of projects
 Assignment: Study Chapter 14
- Dec. 3 Direct Mail and Institutional Advertising
- Dec. 5 Direct Mail and Institutional Advertising
 Due: Extra credit projects
- Dec. 7 Course Wrap-up
 Assignment: Study for final exam which covers Chapters 9-10, 12-16 plus all lectures, handouts and related materials covered since mid-term.
- Dec. 10 Final Exam, 8-9:40 a.m.
 Covers Chapters 9-10, 12-16 and other class content since last exam.

Job Shadow Report PREL 341

A rough outline of the topics which may be covered in this paper are shown below.

1. **Organization**
Person's name, title, company, address, phone, URL, etc.
2. **Mission**
The mission of the organization.
3. **Public Relations' Role**
The role of public relations in advancing the organization's mission.
4. **Public Relations Capabilities**
Details such as public relations staffing, organizational structure, responsibilities/duties of each person, reporting relationship to top management in the organization, etc.
5. **Major Public Relations Activities**
Details such as principle publics dealt with by the public relations department, major PR activities carried out, key issues faced in recent months, etc.

Public Relations Tools

Projects

PREL 341

August 2001

Tool Planning Outline

Note: Type this format/outline on your computer and save it as a template. Then complete the template/form for each project submitted. The form must be attached to the front of each project when it is turned in for grading.

Tool: _____

I. What objective(s) do you want to achieve with this specific public relations tool?

II. Who is(are) your specific target public(s) for this tool and what is their self-interest? (List the publics in priority order.)

<u>Public</u>	<u>Self-interest</u>
1.	
2.	
3.	

III. What is your message?

IV. What specific action/behavior is desired from each public listed in Section II?

<u>Public</u>	<u>Action/Behavior</u>
1.	
2.	
3.	

Sample Articles

PREL 341

Collect and turn in one sample of at least five of the following common types of print news articles.

1. An announcement of a corporation's quarterly/annual earnings.
2. An article about a new product or service.
3. An article that localizes a national story.
4. An article about a major employee layoff, promotion or award.
5. An article about a public relations special event.
6. An article promoting a non-profit organization.

Be prepared to discuss the following about each article you bring to class.

- A. Who do you think was the original source for the article or story idea?
- B. What key information/characteristic made the story newsworthy?
- C. What public was the article developed to reach and what was the message?
- D. What details appeal to the reader's (public's) self-interest?
- E. What type of behavior/action was sought from the reader?

Hometown Release

PREL 341, 25 points

Prepare a standard, fill-in-the-blank, hometown news release for use with all of the new students in the Public Relations major at Ferris State. The release will be sent to all news media in each student's hometown so it must satisfy the need for a local angle and be newsworthy while creating awareness of and generating interest in FSU and its unique Public Relations curriculum.

Then contact one of the new students (names provided in class) in the Public Relations major, gather the personal information needed for his/her hometown news release and complete a version of your hometown news release on that student.

News Release

PREL 341, 50 points

Assume that you are a writer on the public relations staff at Ferris State. The new FLITE facility at FSU is scheduled to be dedicated in September and your boss assigns you the task of researching and preparing a news release to be issued the day of the ceremony. Use your research skills, locate information available on FSU's Homepage, at TIMME library and other sources and prepare an appropriate news release. Note: Be careful not to just replicate something already prepared/distributed by FSU. Attach to the release submitted a list of the news media you would send this article to. Make sure your release is newsworthy.

Then prepare one additional alternative lead for each of the two versions of the release that you would prepare for the following media:

1. *The Chronicle of Higher Education*, a trade newspaper for college administrators, faculty and staff.
2. *Crimson & Gold*, Ferris State's alumni publication.

Feature Project

PREL 341, 100 points

Step 1

You are a public relations writer for Ferris State's Public Relations Department. Select a subject and prepare a 4 - 5 page feature news release for a specific news medium.

Some possible subject ideas are:

- personality profile of student or athlete
- personality profile of an FSU faculty or staff member
- a unique FSU academic major, program or activity
- a research or special project conducted by a professor
- profile of a noteworthy FSU graduate
- new FSU facility
- a local business
- profile of a local civic leader, business person or resident
- etc.

Identify the specific news medium to which you plan to send the release. This should be carried on the front page as a "SPECIAL TO (name of medium)"

Step 2

As a second step, describe and prepare rough drafts/sketches of the photos, charts models, diagrams, and/or graphs, etc., that you will send with your release to illustrate and enhance the feature story.

Broadcast News Project

PREL 341, 100 points

Broadcast News Release (20 points)

Prepare a broadcast version of the news release you developed on FLITE a couple weeks ago. Make sure you use the broadcast writing and visual production techniques and concepts discussed in class.

VNR Production (80 points)

You are the public relations staff member at the national PRSA office and you are assigned to develop a creative, high impact VNR for release in conjunction with the National PRSSA Conference in Atlanta in October. The purpose of the VNR is to attract young people to study public relations at colleges throughout the United States. Consider the need for information on...What is PR...Why should young people study PR...What career opportunities exist...etc. The convention will provide the "news" peg but you must also propose a significant story angle that will get TV stations nationwide to use the VNR. Research the topic and prepare a draft of the script and visuals for review and approval by your boss. Use the form provided in class to prepare this draft. (Note: Detailed convention information is available at www.prssa.org.)

Pitch Letter Project

PREL 341, 25 points

You are a public relations staff member at Ferris State and you have been asked to prepare a pitch letter for the *Grand Rapids Press* to get them to do a feature story on FLITE. Your ultimate objective is to have the article enhance FSU's reputation and recruit new students. Prepare the letter and address it to the appropriate person at the newspaper. Attach a brief explanation of why you selected that particular person to receive your letter.

Fact Sheet Project

PREL 341, 50 points

Option 1

Select an organization (corporation, non-profit, club, association, etc.), event or product and prepare an appropriate fact sheet for use in news media relations activities involving your topic. Significant research may be necessary to complete this project.

Option 2

The Public Relations Major at Ferris State needs a comprehensive, high impact fact sheet for the Admissions Office recruiters to use at college nights, high school and CC visits, campus visits, etc., to convince high school and community college students to attend college here and pursue a Public Relations degree. Research this thoroughly, place yourself in the position of the intended reader (remember what you did and did not know about what public relations is) and draft an appropriate fact sheet. A collection of background materials has been placed on reserve at the library for your use and you are encouraged to also seek other sources and information.

Biography Project

PREL 341, 50 points

You are on the public relations staff at Ferris State University and have been assigned a project that consists of preparing detailed one-page biographies on each of the university officers and deans. As the principal source of information, you have vitas on most of these individuals.

Such a vita (provided in class) is available on Dr. Joseph Rallo, Dean (former) of the College of Business. Prepare an appropriate one-page biog on him with the understanding that this will then serve as the pattern format for all of the other biogs yet to be completed. Examples of outline and narrative biogs were shown in class and passed out to students.

News Media Research Project

PREL 341, 100 points

You are the Vice President - Public Relations of ACME Airline and Storm Door Company headquartered in Wyoming, Mich. It's early morning and you just come into the office, sat down at your desk, put your feet up and began to drink a leisurely cup of espresso while you read today's *Wall Street Journal*.

You feel someone's presence and look up to see your CEO standing in the office door. She says good morning and tells you that the Board of Directors will be meeting at 9 a.m. tomorrow and is expected to elect a new President and Chief Operating Officer of ACME. The new executive is Susan B. Wayne, who is now Senior Vice President of United Air Lines in Chicago.

You thank the CEO for the "heads up" and head for your trusty assistant vice president's office to assign him the task of drafting the news release to announce Wayne's election. While that effort is underway, you return to your office to prepare a distribution list (hand written) for the release including the names, addresses, phone numbers, fax numbers and email addresses of all news media/reporters to which you think the release (or a version of it) should be distributed.

Be thorough, but be sure that you can justify each addressee included on your list. Also indicate how the release will be transmitted to each addressee (i.e. mail, hand-carry, fax, email, or other).

Wayne, a native of O'Fallon, Ill. has been at United for five years (Sr. VP 1996-present, VP Marketing 1992-1996) but before that she was the President of International Storm Door, Inc., headquartered in Evansville, Ind. While at ISD, she had worked her way up over 22 years beginning as a nailer after graduation from the Michigan State with a masters degree in International Business.

ACME operates 76 planes through two principal airport hubs at Evansville and Charleston, W.Va. It also has three storm door plants located at Harrisburg, Ill. (5,432 employees); Bettendorf, Iowa (2,070 employees); and Miles City, Mont. (4,390 employees).

The Bacon's directories, which have been placed on reserve at the library, should be used for your research.

Newsletter Project

PREL 341, 100 points

You have been selected to serve as editor of a new FSU College of Business newsletter and will be doing this while working in a new 20-hour-per week part-time position in the Dean's Office. Considering the COB newsletter (passed around in class) which was last produced in 1994, please develop a proposal which you would present to the Dean, Associate Dean and the Alumni Association President outlining and illustrating your plans and ideas for the new publication so that you can obtain their approval to proceed. Your proposal should include, but is not necessarily limited to, the following elements:

1. Publication's mission statement.
2. Your plans for staffing the newsletter's writing, design, photography and other needs, including the estimated hours required, approximate cost, etc.
3. Details of publication's frequency, number of pages, page size, paper stock, ink color(s), number of columns per page, line length, body type and weight, headline type and weight, etc.
4. Mock up of the newsletter's front page (using Pagemaker) including actual banner design and "greeked" in headlines, copy, photos/art, etc.
5. Mock up of a typical inside page (using Pagemaker) with "greeked" in headlines, copy, photos/art, etc.
6. An editorial plan for the first issue consisting of a list of the top 5 stories you would carry in the order of priority, along with ...
 - a. a 1-3 sentence description of the angle for each of the stories,
 - b. the name of the key contact authority/source for each story,
 - c. the estimated length of each story based on column inches, and
 - d. a description of the art/visual you will produce/use with each of the stories.
7. A detailed timetable for writing, editing, approval, production, printing, distribution, etc. of the first issue.
8. A description of your plans for distribution of the newsletter (who will it go to, where will you get your list, how will it be delivered, etc.) including secondary publics.
9. A detailed estimate of the costs of implementing your proposal for the 2002-2003 academic year.

Web Site Project

PREL 341, 100 points

You have been asked to develop a web site for the Public Relations major at Ferris State. As the first step you will prepare an overall concept/design/content proposal for review and approval. Prepare your proposal including at least the following components.

1. A mission statement for the site.
2. An overall design format including logos, color, etc., that will be carried throughout the site.
3. An outline for the structure of the site showing the navigation scheme.
4. A sample homepage with actual copy in place, descriptive and placement details of any visuals or special effects, etc.
5. Four additional site pages with actual copy in place, etc.
6. An interactive /response page.

Extra Credit Projects
PREL 341, Maximum total-100 points
(Prepare a standard Tool Outline for each)

Letter to the Editor (25 points)

Over the past few months, a significant controversy has developed over Gerber's use of gene-modified corn and soybean products as ingredients in its baby food. This controversy began in Europe and is now spreading to the United States including a front page feature article in Wall Street Journal (A copy is available from the instructor). About a week later the Journal's lead editorial (copy also available) addressed the issue and raised questions about the public relations approach being used by Gerber. You may also want to do some internet research on the issue for additional background.

You are a member of Gerber's public relations staff and your boss has asked you to prepare a draft "Letter to the Editor" for Al Piergallini's signature to respond to the Wall Street Journal editorial. Prepare the draft you will forward to your boss. Be sure it fits the requirements and tenor of the newspaper.

Op-Ed Piece (50 points)

After reading your draft "Letter to the Editor," your boss feels that it is strong enough to merit an Op-Ed piece. He calls Wall Street Journal's Editorial Page Editor and is told to go ahead and prepare the piece and have it faxed to him by noon tomorrow. Your boss gives you the good news and asks you to draft the 800-word op-ed for Piergallini's byline. Prepare the draft for his review.

Brochure/Pamphlet (50 points)

Using Pagemaker (or another appropriate word processing software program) create a camera-ready original of an eight-page pamphlet designed to recruit members of the Ferris State Chapter of Public Relations Student Society of America. Define your objective, research the subject and appeals to be used, define your target public(s) and their self-interest, etc., as required in the Tool Planning Outline. Design the cover, write copy, obtain appropriate visuals, etc., needed and then produce the pamphlet.

For background information on PRSSA, suggest you begin by accessing PRSA's homepage at <http://www.prsa.org>.

Speech/Audiovisual Project (50 points)

You have been hired by the FSU Admissions Office to produce a generic audiovisual presentation for its recruiters to use at Bulldog Nights to be held throughout Michigan. The attendees at the events will be high school seniors and juniors, along with their parents, who are interested in attending college. This presentation will kick off the program at each event and be followed by brief remarks about student life by two current FSU students who will accompany the recruiter. A Q&A will complete the formal program.

The AV presentation should be developed so that it can be quickly and easily altered to customize it for the specific and unique target audience at each event. Decide what format (i.e. slides, flip charts, PowerPoint, videotape, dancing dog bones, etc.) will be used and why that specific format was selected. Write the text of the presentation and then develop rough sketches of each and all visuals you would recommend be used with the text. Special format sheets will be provided for your use. Number each visual and show on the text where that visual will appear.

Direct Mail Project (50 points)

The Ferris State Public Relations alumni officers have decided to carry out a fund raising project to generate money for student scholarships, awards, convention expenses, field trips, library books, etc. Curt McAllister ('89) and Jena Blouw ('97) have agreed to be co-chairpersons of the campaign and to sign the soliciting letter to be mailed to all 150 FSU grads who majored in public relations.

Prepare a prototype of the direct mail package you will use for this solicitation. It should include a draft of an appropriate letter and a rough sample of any other materials, such as a response card, to be included in the mailing. Specify the size and type of envelope to be used and the mailing cost of each piece.

Advertising Institutional Project (25 points)

You are Public Relations Director of United Way in Grand Rapids and you have just completed a highly successful annual fund raising campaign raising \$734,211, an amazing 138 percent of the goal set for the drive. The CEO of ACME Corporation is a strong supporter of United Way who served as chairman of the city wide campaign just ended. The CEO calls you and says that he wants to buy a full-page ad for United Way in the local newspaper to thank all of the contributors who give to the campaign. Prepare a draft (in the ad format used in our text) for this ad and a rough thumbnail of the layout you will present to the CEO for approval before going to your ad agency or the newspaper for final prep. You also need to find out what the cost will be for the full page space buy so that you can provide this information to the CEO.

Public Relations Tactics and Strategies

PREL 342

Fall Semester 2002

9-10 a.m., MWF

Instructor

Ronald H. Greenfield, Associate Professor-Marketing and Coordinator- Public Relations Major
Office: COB Room 320, Telephone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: 2-3 p.m. MW, 1:15-2 p.m. TR, 10-11 a.m. F. Additional hours by appointment.

Course Description

Application of public relations tools and techniques to tactical programs designed to develop and strengthen positive relationships with an organization's publics. Strategic planning processes will be applied to employee, community, media, government, marketing, investor and other programs to achieve clearly-defined, public relations objectives for a real client.

Prerequisites

PREL 341 or consent of instructor (PREL 240 and "B" or better in both ENGL 150 and 250)

Course Objectives

1. To examine the philosophy of strategic public relations planning.
2. To learn the strategic process for applying public relations tools and techniques.
2. To integrate a variety of public relations tools and techniques into typical tactical programs.
3. To provide hands-on, practical experience in strategic public relations practices.
4. To produce professional work samples for student portfolios.

Textbook

Lesly, Philip (Editor), *Lesly's Handbook of Public Relations and Communications*, Fifth Edition, NTC Business Books, Lincolnwood, Ill, 1998, ISBN 0-8442-3257-2.

The Associated Press Stylebook and Libel Manual, Perseus Books (HarperCollins Publishers), New York, 1998, ISBN 0-201-33985-4.

Students should also utilize standard references including *The Practice of Public Relations*, *Public Relations Writing and Media Techniques*, thesaurus, dictionary, library reference books and materials, etc.

Additional articles and materials will be handed out in class, as appropriate.

General Requirements

1. Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter are required of Public Relations majors enrolled in PREL 342. An annual PRSSA national membership is \$41 and FSU Chapter dues are \$10. These fees will be collected at class September 4. You are encouraged to become actively involved in all PRSSA activities as a valuable supplement to this course.

2. The requirements of this class are developed and planned to continue to accustom students to the demands of public relations work and to the business standards that will be experienced when entering the work force after graduation.
3. Each student will select a real company or organization for which you will prepare a portfolio of tactical public relations programs during this semester. It is recommended that the organization be one with which you are familiar to minimize the time required for background research. Large conglomerates or chains are not recommended because of the complexity they exhibit and create, however, too small an organization should also be avoided because it will limit your potential in developing the variety of tactical programs (see attachments) required in this course. Your organization may be a local business or campus department where you work or have worked; your parent's, relative's or friend's business; a non-profit community organization where you volunteer; a significant club to which you belong, etc.
4. You are expected to attend each class session. Attendance will be taken at the start of class and anyone arriving late will be counted as absent. Each unauthorized absence, after one, will lower your final grade in this course by one letter. For example – A "C" student missing three classes will automatically receive an "F" in PREL 342. Excused absences will be granted for university authorized events/activities and the student is responsible for providing the instructor a copy of the authorization. If a student misses a class, it is his/her personal responsibility to obtain any assignments, lecture notes, handouts, etc., from a classmate and meet any project deadlines assigned.
5. All assignments are due at the beginning of class on the dates shown in the syllabus or as otherwise designated at the time of the assignment. Any changes in these due dates will be announced in class. Each day of tardiness on an assignment will lower your grade by one letter. For example – An "A" paper due Tuesday but turned in at the next Thursdays class automatically receives a "C". Any assignment turned in one week or more late will automatically be awarded 0 points.
6. Each student is required to have a new, empty computer disk to use only for PREL 342 projects.
7. Accuracy is essential in public relations. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively effect grades on an assignment.
8. All work submitted for this course must be the original work of the student. Plagiarism will be grounds for automatic failure of PREL 342. See 'Section VI, A. Academic Misconduct' section of the FSU Student Handbook for further guidance.
9. All papers will be typed, double-spaced and stapled in the upper left corner.
10. It is the student's responsibility to prepare a final, corrected version of each project for inclusion in his/her job search portfolio. These final versions should be prepared routinely as the semester progresses and all must be submitted for review by the Final Exam.

Job Shadow Report

During the semester, each student must participate in and prepare a five to six page report on one job shadowing experience. This may be arranged through participation in a PRSA-sponsored Job Shadow event or by making your own arrangements to spend a day on the job with a working public relations professional (PRSA or IABC Accredited preferred). The student must arrange with the instructor for a University Authorized Absence.

The report will cover at least the following topics: organization's description, mission, history; public relations function's history, role, capabilities, staffing, major activities/programs, evaluation techniques, etc.; and public relations function's outlook and plans for the next three to five years. Significant detail on the organizations strategic and tactical planning activities should be included. Actual example plans may be attached to your report. Further guidance and details will be discussed in class. This report is due November 15.

Grading System

The following evaluation methods and projects will be used in this course with the total of 1000 points.

Exams - 200 points total (one mid-term and one final @ 100 points each)

Tactical Projects - 600 points total

Issues Management - 100 points

Special Events - 100 points

Press Conference - 100 points

Marketing Communications – 100 points

Employee Relations - 100 points

Crisis Communications - 100 points

Job Shadow Report - 100 points

Quizzes, class discussion - 100 points

Resume and Cover Letter - An additional 50 points will be awarded for completion of a personal resume and an appropriate internship application cover letter

Extra Credit - Two extra credit projects are offered and each is worth 100 points. The maximum number of extra credit points is 100.

These points will convert into final grades as follows:

A	92% and above	C	72-77%
A-	90-91 %	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%	F	59% and below

Class Schedule and Course Outline

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

Aug. 26 Orientation and discussion of course syllabus, student contract

Assignment: Select client

Aug. 28 Client selection, internships, resumes, cover letters

Assignment: Study Preface and Chapters 1, 19, 46 and 49,

Aug. 30 Public relations strategy, tactics and planning

Assignment: Study Chapters 2 and 17 and handouts

Sept. 2 No Class - Labor Day

Sept. 4 Issues Management

Due: Client selection, Public Relations Client Information form

Sept. 6 Issues Management

Sept. 9 Issues Management, SWOT Analysis

Due: Resume and cover letter

Assignment: Prepare Issues Management Project,

Study Chapters 5-7

Sept. 11 Public Affairs/Lobbying

Assignment: Study Chapter 10 and handouts

- Sept. 13 Public Affairs/Lobbying
 Sept. 16 Public Affairs/Lobbying
 Assignment: Study Chapters 8 and 9
 Sept. 18 Community Relations
 Assignment: Study Chapter 32
 Sept. 20 Community Relations
 Sept. 23 Community Relations
 Due: Issues Management Project
 Sept. 25 Community Relations
 Assignment: Prepare Community Relations/Special Event Project,
 Study Chapter 11
 Sept. 27 Investor Relations
 Sept. 30 Investor Relations
 Assignment: Study Chapters 20-22
 Oct. 2 Media Relations
 Assignment: Study Chapters 23-25
 Oct. 4 Media Relations
 Assignment: Study Chapters 26-27
 Oct. 7 Media Relations
 Due: Community Relations/Special Event project
 Assignment: Study Chapters 28-29
 Oct. 9 Media Relations
 Assignment: Prepare Media Relations/Press Conference Project
 Oct. 11 Media Relations
 Oct. 14 Media Relations
 Assignment: Study all chapters and materials assigned and discussed since the
 course started.
 Oct. 16 Exam - Covers all material since the class began
 Assignment: Study Chapters 14-15
 Oct. 18 Marketing Communications
 Assignment: Study Chapter 16
 Oct. 21 Marketing Communications
 Oct. 23 Marketing Communications
 Due: Media Relations/Press Conference Project
 Oct. 25 Marketing Communications
 Assignment: Prepare Marketing Communications Project,
 Study Chapters 12,13
 Oct. 28 Employee Relations
 Oct. 30 Employee Relations
 Assignment: Study Employee Communications handouts
 Nov. 1 Employee Relations
 Nov. 4 Employee Relations
 Nov. 6 Employee Relations
 Due: Marketing Communications Project
 Assignment: Prepare Employee Relations Project, Study Crisis
 Communications handouts
 Nov. 8 Crisis Communications
 Nov. 11 Crisis Communications
 Nov. 13 Crisis Communications
 Nov. 15 Crisis Communications
 Due: Job Shadow Report
 Assignment: Complete Crisis Communications Project
 Study Chapters 35 and 39
 Nov. 18 No Class - PRSA and PRSSA National Conventions, San Francisco
 Nov. 20 Non-Profit/Membership/Fundraising
 Due: Employee Relations Project

- Nov. 22 Non-Profit/Membership/Fundraising**
Assignment: Study Chapter 40-41
- Nov. 25 Non-Profit/Membership/Fundraising**
- Nov. 27 Non-Profit/Membership/Fundraising**
Assignment: Study ID handouts
- Nov. 29 No Class - Thanksgiving Break**
- Dec. 2 Logo/Identification Systems**
Due: Crisis Communications Project
Assignment: Complete final, portfolio versions of all projects
- Dec. 4 Logo/Identification Systems**
Due: Extra Credit Projects
- Dec. 6 Course Summary and Wrap Up**
Assignment: Study for exam covering all chapters, handouts, lectures,
etc., covered since first exam
- Dec. 9 Final Exam, 8-9:40 a.m., Covers all material since first exam**
Due: Portfolio versions of all projects

Issues Management Project

PREL 342, 100 points

Part I

Prepare a 5-6 page detailed Situation Analysis on your client organization. Following is an outline of the information to be covered with examples of the type of detail needed for each section. Use these headings in your Situation Analysis report.

1. **The Client** - history, size, employees, geographical scope, growth, profitability, reputations, competence, etc.
2. **The Industry** - competitors, relative size and ranking, industry history, growth patterns, regulatory environment, etc.
3. **Products/Services** - product history, packaging, pricing, sales, distribution, unique qualities and benefits, market share, new technology, etc.
4. **The Market** - who, where, needs, attitudes, characteristics, self-interests, appeals, future, etc.
5. **Public Relations** - policies, staffing, budget, programs, strategies, themes, campaigns, relations to marketing and advertising, etc.
6. **SWOT Analysis** - strengths, weaknesses, opportunities, threats.

Part II

Prepare an individual analysis on each of three principal issues that face your client utilizing the following outline. Then prioritize the three (#1, #2 and #3) based on which is most to least important today.

Issues Analysis Matrix

(Priority #)

1. **Client**
2. **Issue**
 - Clearly define the issue in one sentence.
3. **Strategic significance**
 - Describe the threats and/or opportunities the issue holds for the organization?
 - Discuss the organization's strengths and weaknesses on the specific issue?
4. **Stakeholders**
 - Identify the individuals and publics affected by the issue?
 - Identify the publics/groups who have adopted the issue?
 - Describe the positions these publics/groups hold and how much influence they exert?
 - Identify the opinion leaders who can help you advance your organization's position?
5. **Background and life cycle**
 - Identify what/who are the driving forces on the issue?
 - Discuss the constraining forces?
 - Describe the impacts expected from the issue in the next 36 months, next 3-5 years?
6. **Future prospects**
 - Discuss any potential new developments that will impact or alter the issue?
 - Identify the long-term implications and impacts (social, political, economic and technological) of the issue on the organization?
7. **Strategic policy options**
 - Describe the strategic alternatives the organization has in responding to the issue?
 - Discuss the action options available to the organization?
8. **Recommendations**
 - Describe the strategic approach/position you recommend and why?

**Community Relations
Special Event Project
PREL 342, 100 points**

A special event can be any type of significant triggering activity that moves a key public from a state of latent readiness to the desired action/behavior. It can be a major anniversary celebration, ground breaking and construction, exhibition of rare paintings, a huge civic sponsorship, etc. The more unique the event the more effective it will be. Many types of public relations tools can be involved in carrying out an effective special event.

For this PREL 342 project, you should prepare a plan for a special event designed to meet community relations objectives for your client applying the knowledge we have gained through our studies of this public relations tactic. Your plan should cover the basic Four-Step Public Relations Process and include the following elements.

Special Events Plan

- 1. Client- name**
- 2. Opportunity statement** - one sentence statement of the heart of the issue to be addressed.
- 3. Situation analysis** - brief, specific summary of current situation and implications of SWOT Analysis.
- 4. Goal(s)** - general statement of outcome desired.
- 5. Public(s)** - key audiences to be motivated and the self-interest of each.
- 6. Objective(s)** - specific, measurable results to be achieved with each public.
- 7. Key message(s)** - identify the key message to be used for each key public.
- 8. Communications strategies** - general approaches used to reach and motivate publics.
- 9. Communications tactics** - outline special event in detail including specific media tools and techniques to be applied at each stage of the process.
- 10. Timetable/calendar** - time-task matrix such as Gantt Chart.
- 11. Budget** - cost of each tactic including those donated.
- 12. Evaluation** - specifically identify monitoring and post-program evaluative techniques to be used the measure Special Event results.

Media Relations
Press Conference Project
PREL 342, 100 points

Prepare a detailed plan for implementing a news conference on behalf of your client. The subject of the conference must be a significant news story that would merit such a public relations event. So, if an appropriate topic is not apparent for your client, develop a reasonable scenario/set of circumstances where this tactic and plan will be appropriate. Your plan, press kit, etc., will include at least the information and items listed below.

1. A brief synopsis of the situation and justification for a news conference.
2. A day, time and location/room for the conference including a rough diagram of the room setup; detailed explanation of provisions for the backdrop (background), TV cameras, lights, telephones, etc.
3. A list (name, reporters/editors name, address, phone, fax, etc.) of actual media to be invited.
4. An outline of the process you will use for getting reporters to attend including drafts of all invitation letters/faxes, pitch letters, follow-up reminders, etc.
5. An agenda for the conference showing who will be doing what, in what sequence, with what visuals, etc., and including an approximate timetable for each element. Identify the moderator/host and explain why he/she was selected?
6. An outline of the formal remarks to be given by the principal spokesperson at the new conference.
7. Detail your plans for rehearsal of the event, speeches, etc.
8. A completed press kit to be handed out at the press conference including cover folder, news releases, biographies, fact sheets, backgrounder, visuals and any other information/materials which would be appropriate.
9. Describe the follow-up action you will implement for those media who did attend?
10. Discuss and describe the follow-up action you will implement for those media unable to attend?
11. Outline the press conference follow-up/supplementary activities you would implement to reach other key publics beyond news media per se.
12. Discuss the steps you will take and techniques you will use to evaluate the effectiveness of this program?

Marketing Communications Project

PREL 342, 100 points

Your client has just called to inform you that in about six months his/her firm will launch a new product and that he/she wants you to develop a plan of public relations tools and tactics to support the launch. Your plan should cover at least one year of time before and after the launch. You should only deal with the public relations aspects and assume that the advertising, sales promotion and marketing groups/agencies are each developing similar plans to handle their respective portions of this total integrated marketing effort. Also assume that the other groups will accept and complement your public relations goals, objectives, strategies, etc. Your public relations plan should use the Four-Step Process as outlined below.

Marketing Communications Project

- I. Opportunity statement**
- II. Situation analysis**
- III. Goal(s)**
- IV. Public(s)**
- V. Objective(s)**
- VI. Key message(s)**
- VII. Communications strategies**
- VIII. Communications tactics**
Outline your special event in detail including timetable
- IX. Timetable**
- X. Budget**
- XI. Evaluation**

Option B

If no new product is under development and apparent from your client, you may select one of the organization's existing products as the subject of this project.

Employee Relations Project

PREL 342, 100 points

To complete this project, you will develop a plan for implementing the basic components in a comprehensive employee communications program for your client. This will include a variety of tools and techniques suggested by the readings and study we have undertaken in PREL 342. Your program should cover at least one year of activities and follow the basic outline shown below. The plan will include at least one large, special employee meeting/event and you should include a detailed checklist for that event as an attachment to your plan.

Employee Communications Plan

- I. Organizational mission statement**
 - II. Situation analysis**
 - III. Communications goals**
 - IV. Publics**
 - V. Specific objectives**
 - VI. Key messages**
 - VII. Communications strategies**
 - VIII. Communications tactics/programs/tools**
 - IX. Budget**
 - X. Evaluation**
- Attachment 1. Employee meeting/event checklist**

Option B

If your client is not suitable for this project, you may instead choose another organization as the subject of your employee communications program.

Crisis Communications Plan

PREL 342, 100 points

Prepare a Crisis Communications Plan for your client based on the reading, handouts, samples, lectures, discussions, etc., on this topic. The plan should cover, at least, the following subject areas:

- Discuss your client's particular crisis vulnerabilities including a listing, in order of potential impact, of specific crisis or types of crisis that might occur.
- Develop an organizational notification list of key internal and external people including their names, titles, locations, phone numbers, etc.
- Identify the members of the crisis management team.
- Identify the crisis spokesperson and discuss the reason(s) he/she was selected. Who will be the replacements?
- Describe training plans for the spokesperson, the crisis management team members, etc., and crisis rehearsal/simulation.
- Write the guidelines, procedures and rules for release of information and managing the reporters at the crisis site.
- Describe in detail the press headquarters facility including its location, size, staffing, equipment, supplies, phones, etc.
- Discuss and describe the notification of each key public (including priority order in which they will be contacted) and tools, techniques and timing to be used for each.
- Write a sample statement/news release to be issued as a first response in the first minutes of the crisis, outline an appropriate press conference, etc.
- Discuss and list the standard tools: fact sheets, biographies, background materials, references, etc., which should be prepared, kept up-to-date and immediately available.

Your crisis plan is not necessarily limited to the topics defined above. These suggestions have only been provided to help you get started and to provide an indication of the extent of detail expected on this project. As we have learned, each type of organization/client brings unique characteristics and needs to a crisis situation so be sure that your plan provides for such distinction.

Option B

If your client is not suitable for this project, you may select Ferris State University as your client and proceed accordingly as outlined above.

Extra Credit
Public Affairs Project
PREL 342, 100 points

Select a key public issue facing your client and that will likely have a direct impact some 3-5 years into the future. This should be an issue that will, if not handled properly, lead to government legislation and regulations that will significantly affect your client and its ability to operate successfully and achieve its goals. The public issue may be at the regional, state or federal level.

Your Public Affairs Project is to develop a grassroots lobbying plan (using the basic Four-Step Public Relations Process) to properly address this issue over the next 36-60 months. This plan should include an array of public affairs/public relations tools and techniques and a carefully developed list of publics including allies, enemies, etc., as discussed by Wexler and Harrison.

Option B

If your client does not face a significant public issue that would fulfill the project needs described above, you may choose to use the following scenario as the basis for developing your strategic public affairs plan.

You are responsible for public affairs at Greenmeat Corp., a Grand Rapids based processor of beef, pork, chicken and turkey meats that are packaged and marketed nationwide to consumers through grocery stores. In July 2002 you recalled 3 million pounds of processed meats after six people in the Midwest died from e-coli bacteria contamination in meats you processed in late June. You believed the issue had quieted down.

Your CEO just called you in to tell you that she just received a phone call informing her that the US Department of Agriculture is drafting some new regulations which will substantially alter the way you process and prepare your products. The key regulation will require that you and your competitors double the number of federal meat inspectors working in your plants. In addition, because you had a problem, your company must install equipment for irradiation treatment of your meats during processing. Studies have shown that these new industry wide requirements will increase normal processing costs by about 9 percent but that your unique irradiation requirement will add an additional 10 percent to your company's costs.

Develop a grassroots lobbying plan designed to solve your public affairs issue. You should also research federal meat inspection and irradiation processing so that you understand the operations of each and the issues they raise. Outline your plan in the same format described for the first option above.

Extra Credit
Non-Profit Project
PREL 342, 100 points

As a community service activity, you have been serving on the Public Relations Committee at the local United Way agency for the past two years. Your CEO has just been named to serve as chairman of the local United Way Board of Directors and he, in turn, asks you to draft a plan for the annual fundraising program to be launched beginning September 1. Prepare the plan using the format of the Four Step Process shown below.

Non-Profit Plan

- I. Opportunity statement
- II. Situation analysis
- III. Goal(s)
- IV. Public(s)
- V. Objective(s)
- VI. Key message(s)
- VII. Communications strategies
- VIII. Communications tactics
Outline your special event in detail including timetable
- IX. Timetable
- X. Budget
- XI. Evaluation

Option B

Just two months ago, you began a new job as president of the Big Rapids Chamber of Commerce. The chamber Board has developed key goals for the coming year (fiscal year begins July 1) and one of these is to increase chamber membership by 15 percent. It's your task to draft a public relations plan to accomplish that. Use the format of the Four Step Process shown above in preparing your membership plan.

Public Relations Client Information

Your Name _____ Phone _____

Email _____

Client Organization _____

Contact Person _____

Title _____

Phone _____ Fax _____ Email _____

Address _____

Description of client's business/service/etc.

Describe client's current and past public relations programs.

Client's apparent public relations needs/opportunities/issues.

Student Contract

Class Attendance, Project Deadlines, Plagiarism

The requirements of this class are developed and planned to continue to accustom students to the demands of public relations work and to the business standards that will be experienced when entering the work force after graduation. The following is extracted from the course syllabus for PREL 342.

4. You are expected to attend each class session. Attendance will be taken at the start of class and anyone arriving late will be counted as absent. Each unauthorized absence, after one, will lower your final grade in this course by one letter. For example – A "C" student missing three classes will automatically receive an "F" in PREL 342. Excused absences will be granted for university authorized events/activities and the student is responsible for providing the instructor a copy of the authorization. If a student misses any class period, it is his/her personal responsibility to obtain any assignments, lecture notes, handouts, etc. from a classmate and meet any project deadlines assigned.

5. All assignments are due at the beginning of class on the dates shown in the syllabus or as otherwise designated at the time of the assignment. Any changes in these due dates will be announced in class. Each day of tardiness on an assignment will lower your grade by one letter. For example – An "A" paper due Tuesday but turned in at the next Thursdays class automatically receives a "C". Any assignment turned in one week or more late will automatically be awarded 0 points.

8. All work submitted for this course must be the original work of the student. Plagiarism will be grounds for automatic failure of PREL 342. See 'Section VI, A. Academic Misconduct' section of the FSU Student Handbook for further guidance.

I verify that I have read and understand the three provisions above and that I will abide by them during participation in PREL 342.

Signature _____ Date _____

PUBLIC RELATIONS SEMINAR

PREL 401

Fall Semester 2002

Noon-12:50 Friday

INSTRUCTOR

Ronald H. Greenfield, Associate Professor-Marketing and Coordinator-Public Relations Major
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: 2-3 p.m. MW, 1:15-2 p.m. TR, 10-11 a.m. F. Additional hours available by appointment.

COURSE OVERVIEW

Group discussions, activities and speakers designed to enable the student to prepare for entering the public relations profession. Seminar includes management, career planning, developing a personal marketing plan and other current topics.

PREREQUISITES

Senior standing.

OBJECTIVES

1. Prepare the student to transition from the academic environment into the professional practice of public relations.
2. Develop a personal Marketing Plan designed to achieve the student's career objectives upon graduation.
3. Prepare essential materials and learn skills necessary to carry out the Marketing Plan.
4. Provide coverage of specialized public relations management topics to enhance and supplement existing coursework.

TEXTBOOK

O'Brien, Jack, *The Real World*, Kiplinger Books, Washington, D.C., 1999 ISBN 0938721658

Yate, Martin; *Knock 'em Dead 2002*, Adams Media Corp., Holbrook, Mass, 2002 ISBN 1580621716

Johnson, Spencer, *Who Moved My Cheese*, G.P. Putnam's Sons, New York, NY, 1998 ISBN 0399144463

Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library.

GENERAL REQUIREMENTS

1. Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter is required of all PREL 401 students. Annual membership dues are \$41 for national PRSSA and \$10 for the FSU chapter. These fees will be collected at class September 6 for those students who are not already members. PRSSA membership qualifies the student for Associate membership in the Public Relations Society of America (PRSA) after graduation at the reduced rate of \$60 per year and no initiation fee (The normal rates are annual dues - \$225 and initiation fee - \$65). Eligibility for this PRSA Associate Member status lasts for two years after graduation.

2. From time-to-time, we will also discuss significant public relations issues, problems, opportunities and programs that are occurring around us. To effectively participate in these exchanges, students are expected to be aware of "real world" events and developments, to analyze the public relations aspects and to share these ideas with others in class.
3. Student preparation and participation are essential to success in this course. Regular class attendance is required. Attendance is taken at Noon. Unauthorized absences will lower your grade.
4. Assignments are due at the beginning of the class session indicated in the class schedule. Late submission will lower your grade.
5. A 1 1/2 loose leaf, three ring binder is required for this course.
6. Each student must begin the class with a new, blank computer disk to be used exclusively for PREL 401 projects. This same disk should subsequently also be used for PREL 402.

GRADING SYSTEM

The following evaluation methods will be used (700 points maximum).

Self-analysis	=	50
Career objectives	=	50
Goals, Key messages	=	50
The marketing plan	=	200
Resume	=	100
Cover letters	=	100
Quizzes, Attendance	=	150

These points will convert to final letter grades by using the following percentages.

A	92% or higher	C	72-77%
A-	90-91%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%	F	59% or lower

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revision, as appropriate, during the semester and all such changes will be announced in class.

Aug. 31 Orientation

Assignment: Read *Who Moved My Cheese*

Sept. 6 Discuss dealing with change and *Who Moved My Cheese*

Assignment: Study Preface, Introduction and chapters 1-3 in *Real World*

Sept. 11 Who am I?

Assignment: Self-analysis

Sept. 20 Career objectives

Due: Self-analysis

Assignment: Career objectives

- Sept. 27 Goals, key messages**
Due: Career objectives
Assignment: Goals, key objectives; Study chapters 4-6 in *Real World*
- Oct. 4 Marketing plan**
Due: Goals, key messages
Assignment: Draft marketing plan
- Oct. 11 Marketing plan**
Assignment: Complete marketing plan
- Oct. 18 Marketing Plan**
Due: Marketing plan
Assignment: Study chapter 1 in *Knock 'em*
- Oct. 25 Resumes**
Assignment: Prepare generic resume
- Nov. 1 Resumes**
- Nov. 8 Resumes, Online resumes**
Due: Generic resume
Assignment: Study chapter 2-3 in *Knock'em*
- Nov. 15 Cover letters**
Due: Online resume version
Assignment: Prepare generic cover letter
- Nov. 23 Cover letters, Email messages**
Due: Generic letter
Assignment: Prepare specialized cover letters, Study chapter 4 in *Knock'em*
- Nov. 29 No class - Thanksgiving**
- Dec. 6 The search network and course wrap-up**
Due: Specialized cover letters
- Dec. 9 Final Exam, 12-1:40 p.m.**
Turn in final versions of Marketing Plan, Resume and Cover Letters

PUBLIC RELATIONS SEMINAR II

PREL 402

Winter Semester 2003

10-10:50 a.m. Wednesday

INSTRUCTOR

Ronald H. Greenfield, Associate Professor-Marketing and Coordinator-Public Relations Major
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: 12-1 p.m. MWF, 1:15-2 p.m. TR. Additional hours available by appointment.

COURSE OVERVIEW

Discussions, projects and guest speakers to prepare senior students to enter their professional public relations careers. Seminar includes management, professional practice, job search, interviewing, employee benefits, the job offer and other current topics.

PREREQUISITES

Senior standing.

OBJECTIVES

1. Implement the Personal Marketing plan developed in Public Relations Seminar I.
2. Prepare additional materials and perfect additional skills necessary to obtain the first job.
3. Prepare the student to seamlessly transition from the academic environment into the professional practice of public relations.
4. Provide coverage of specialized public relations management topics to enhance and supplement coursework completed previously.

TEXTBOOKS

Yate, Martin; *Knock 'em Dead 2002*, Adams Media Corp., Holbrook, Mass, 2002

O'Brien, Jack, *The Real World*, Kiplinger Books, Washington, D.C., 1999

Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library.

GENERAL REQUIREMENTS

1. Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter is required of all PREL 402 students. Annual membership dues are \$41 for national PRSSA and \$10 for the FSU chapter. These fees will be collected at class January 22 for those students who are not already members. PRSSA membership qualifies the student for Associate membership in the Public Relations Society of America (PRSA) at the reduced rate of \$60 per year and no initiation fee (The normal rates are annual dues - \$225 and initiation fee - \$65). Eligibility for this PRSA Associate Member status lasts for two years after graduation.
2. Student preparation and participation are essential to success in this course. Regular class attendance is required. Attendance is taken at 10 a.m. Each unauthorized absence after one will lower your final grade by one letter. For example, a "C" student with three unauthorized absences will automatically receive an "F". The student is responsible for submitting appropriate university authorized absence forms to the instructor.

3. Assignments are due at the beginning of the class session indicated in the class schedule. Late submission will lower your grade. An assignment turned in one week or more after the due date will automatically be awarded zero points.

4. A Weekly Productivity Report will be submitted by each student each class session beginning February 5. The report will cover the weekly period from Monday thru Sunday. Note: the report due March 17 covers two weeks (Mar. 3-16). There is no acceptable excuse for not submitting this report each week, even if your absence from class is excused. Each report is worth 10 points.

5. Networking Contact forms will be prepared regularly during the semester as the student develops his/her network of job contacts. This progressive process is essential to finding a quality job in public relations. A minimum of 25 networking forms with action notes will be completed and submitted by each student on April 28. These forms will be returned at the final exam meeting.

6. Each student will be required to arrange and participate in one informational interview with public relations professionals who are "hiring manager" and who work in the student's target job market. This interview must be completed by February 5. A brief report covering the outline below will be prepared on the informational interview and will be submitted by the due date. This interview may also be used to complete a Networking Contact form.

Informational Interview Report

I. Contact

Name, title, organization, address, phone, fax, email, etc.

II. Job Market

Current status of PR job market, expectations for summer/fall hiring, current hot market niches, skills/knowledge employers are looking for, starting salaries, best approaches to your job search, where to find openings, importance of internet use, etc.

III. Comments/Suggestions on Resume and Portfolio

Additions, deletions, changes, etc.

IV. Networking Contacts Obtained (At least three required.)

- 1.
- 2.
- 3.
- 4.

7. From time-to-time, we will also discuss significant public relations issues, problems, opportunities and programs that are occurring around us. To effectively participate in these exchanges, students are expected to be aware of "real world" events and developments, to analyze the public relations aspects and to share these ideas with others in class.

GRADING SYSTEM

The following evaluation methods will be used (880 points maximum).

Weekly reports (13@10)	- 130 points
Informational interview	- 50
Phone script	- 25
Networking forms (25)	- 200
Portfolio	- 100
Interview questions	- 150
Practice interview	- 50
Follow up letter	- 25
Class attendance, discussion	- 150

These points will convert to final letter grades by using the following percentages.

A	92% or higher	C	72-77%
A-	90-91%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%	F	59% or lower

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revision, as appropriate, during the semester and all such changes will be announced in class.

Jan. 15 Orientation

Assignment: Study chapters 2-4 in Knock'em, Chapter 6 Real World

Jan. 22 The Job Market, Search Tactics

Assignment: Study portfolio handouts and collect materials, schedule informational interview

Jan. 29 Portfolios

Due: Informational interviewer name and date

Assignment: Study chapters 5-12 Knock'em, Prepare phone script

Feb. 5 Getting Started, Networking

Due: Weekly Progress Report, Phone script, Informational interview report

Assignment: Study chapters 13-15 in Knock'em, Finalize portfolio

Feb. 12 Job Interview Questions

Due: Weekly Progress Report, Portfolio

Assignment: Study chapters 16-20 in Knock'em, Prepare written answers to interview questions

Feb. 19 Job Interview Questions

Due: Weekly Progress Report, Interview questions/answers

Assignment: Schedule and complete practice interview

Feb. 26 Job Interviews

Due: Weekly Progress Report

Assignment: Study chapters 21-22 of Knock'em

Mar. 5 Job Interviews, Tests

Due: Weekly Progress Report, Interview practice tape

Assignment: Study chapters 25-26 in Knock'em

Mar. 12 No Class - Spring Break

Mar. 19 Tests, Follow up

Due: Weekly Progress Report (covers Mar 3-16)

Assignment: Study chapters 23-24 in Knock'em, pp. 91-92 in Real World, Prepare follow up letter

Mar. 26 The Job Offer

Due: Weekly Progress Report, Follow up letter

Public Relations

APRC Appendices 2003-2004

Section 4 of 4

that has led to uncontrolled, gateless dissemination of messages; increasing government regulation and oversight; issues of diversity and multiculturalism in the workplace, marketplace and town hall, and the introduction of technology, including automation and computerization.

The U.S. Bureau of Labor Statistics estimates that public relations is one of the fastest growing professional fields in the country, and that growth trend is mirrored in other countries as well.

In recent years, public relations professionals have moved toward an emphasis on building and maintaining relationships. . . .”

Formal Study in Public Relations

Recognizing a lively and promising career market for their students, colleges and universities began to offer formal education for public relations. In the early 1950s, about a dozen schools offered public relations programs. In 1969 the Public Relations Society of America began to charter student chapters at colleges and universities; initially there were 14, all agreeing to offer at least two courses in public relations.

In 1975, the first Commission on Public Relations Education, comprised of eight educators and practitioners, was formed by PRSA to develop guidelines for public relations education. One of the Commission's primary recommendations was that programs offer at least 12 semester hours, the equivalent of four courses, in public relations at the undergraduate level. Thus, four courses became the new requirement for chartering chapters of the burgeoning Public Relations Student Society of America (PRSSA).

The 1987 Commission on Undergraduate Public Relations Education deliberated three years before issuing updated guidelines. Its 25 members

represented such communications organizations as PRSA and its Educators Section (now the Educators Academy); the International Association of Business Communicators (IABC); the American Management Association; the American Marketing Association; the Foundation for Public Relations Research and Education (now the Institute for Public Relations); the International Communication Association (ICA); the Speech Communication Association (now the National Communication Association, NCA), and the Association for Education in Journalism and Mass Communication (AEJMC).

One of the primary recommendations of this 1987 Commission was a sequence of 15 semester hours, the equivalent of five courses, in formal public relations study for undergraduates. This also became the requirement for PRSSA chapters. Today there are 214 PRSSA chapters at colleges and universities.

Graduate curricula recommendations were addressed by PRSA commissions in 1990 and 1995 as more schools added advanced programs to their offerings. Today approximately 70 schools offer master's degrees or a graduate emphasis in public relations. Four universities offer doctoral programs specifically in public relations, with the majority of their graduates seeking careers in teaching and academic research.

The 1999 Commission and Its Process

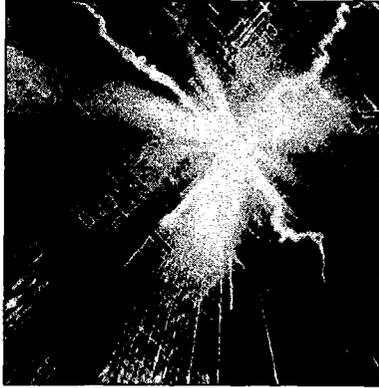
The 1999 Commission on Public Relations Education was comprised of 47 educators and practitioners representing a consortium of eight allied communications organizations: PRSA and its Educators Academy; the Institute for Public Relations; NCA; AEJMC; the Association for Women in Communication (formerly Women in Communication, Inc.); IABC; the International Communications Association; and the International Public Relations Association (IPRA). PRSA served as the coordinating organization and a staff member served as an ex officio member of the Commission. (Members are listed in Appendix A.)

While many academic programs in public relations are housed in departments or schools of journalism and mass communication, an increasing number — almost half — are now in departments or schools of communication, a discipline which has its roots in rhetoric, interpersonal communication and persuasion. As a result, NCA, the leading U.S. academic society in communication, played a pivotal role in the Commission's work. In 1998, NCA sponsored a summer conference on public relations education, which drew, in part, on an extensive, jointly-sponsored survey of educators and practitioners seeking their views on public relations education. Deliberations and discussions at that NCA conference helped guide the final

recommendations of the Commission.

The Commission conducted its work through called meetings, through conferences such as this NCA event; through open discussion sessions during annual meetings of its allied groups and through correspondence, conference calls and exchange of information over the Internet.

The Commission's final report was introduced at the October 1999 International Conference of PRSA in Anaheim, CA. The report also has been presented to all other organizations represented on the Commission and is being widely distributed to schools, educators and practitioners in the United States and around the world.



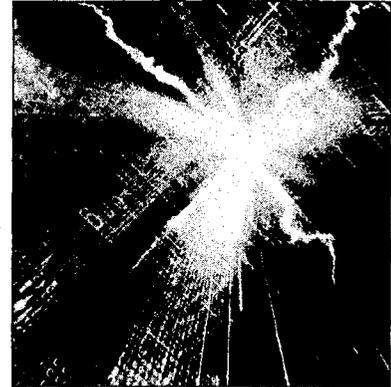
3. Vision and Purpose

In the future, public relations professionals will not only be skilled communicators but leaders who will help their organizations build and maintain relationships with strategic publics. They will fulfill dual roles of managing communication and counseling top management. Excellent public relations education will be the foundation for preparing new professionals for this dual responsibility

Therefore, it is important that public relations education grow in sophistication throughout the 21st Century. Public relations as an academic discipline should be equal in status to professionally-oriented academic programs in journalism, marketing, advertising, law and medicine. Academic programs at the graduate level may become comparable in length, complexity and intensity as MBA programs. Faculties for public relations programs may be increasingly

interdisciplinary, representing not only a diversity of communications backgrounds but also diversity in academic degrees. Public relations programs may require greater structural and decision-making autonomy.

From the outset, the 1999 Commission on Public Relations Education saw its purpose as determining curricular guidelines and recommendations that will prepare students at all levels of education — undergraduate, graduate and continuing — for the professional challenges of the 21st century. Throughout its two years of study and planning, the Commission diligently sought to fulfill that purpose. Its work reflected the commitment of both educators and practitioners alike to the fundamental responsibility of public relations to build understanding, credibility and trust between organizations and their publics in democratic societies that now are linked globally.



4. Mission and Goals

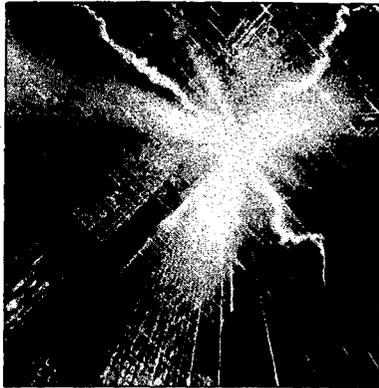
The mission of the 1999 Commission on Public Relations Education was to provide guidelines, recommendations and standards for public relations education — undergraduate, graduate and continuing — for the early 21st century. Specific concerns of the Commission were desired student outcomes (what students should know or be able to do as a result of their public relations education), curriculum, pedagogy (teaching methods) and assessment of both student learning and academic programs in public relations.

The Commission set six goals.

- *Goal 1* Determine needs for public relations education in a technological, multicultural and global society.
- *Goal 2* Recommend outcomes for public

relations education at the undergraduate and graduate levels.

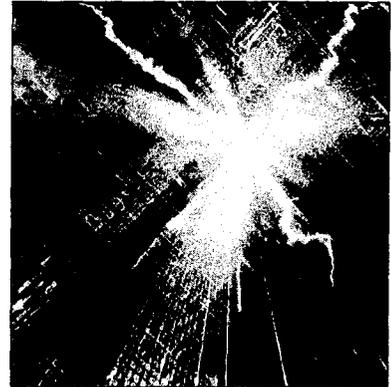
- *Goal 3* Recommend curricula for undergraduate and graduate education.
- *Goal 4* Recommend characteristics of appropriate academic “homes” for public relations education.
- *Goal 5* Recommend required faculty credentials for public relations educators at the pre-professional level and in continuing education, and provide criteria for evaluating faculty.
- *Goal 6* Identify minimal and desired resources for public relations education, and provide criteria for evaluating resources.



5. The Commission's Assumptions

The 1999 Commission on Public Relations Education was guided by 12 assumptions on which its members reached consensus.

- 1. The ethical practice of public relations is the context in which and for which education must occur.
- 2. Public relations helps organizations and publics adapt to each other.
- 3. Public relations education requires an interdisciplinary foundation that includes liberal arts, languages, social sciences and management.
- 4. Public relations communication is a two-way process influencing attitudes, behavior and relationships.
- 5. Graduates of public relations programs should be passionate about the profession, responsible self-managers, flexible in attitude, team participants and ethical leaders appreciative of cultural diversity and the global society.
- 6. Students must be prepared to operate in a multicultural environment.
- 7. Public relations education is a continuum that goes beyond undergraduate education to include graduate studies, professional development and continuing education.
- 8. Public relations educators have an obligation to seek professional refresher experience, and practitioners have a responsibility to support and provide opportunities for educators to retool.
- 9. Practitioners have a significant responsibility to support and participate in undergraduate and graduate public relations education.
- 10. In the coming years, the teaching of public relations will be significantly affected by new technologies and methods such as "distance learning."
- 11. Effective preparation of public relations practitioners will not be accomplished by curriculum content alone, but only when content is provided by competent instructors, when it is supplemented by hands-on experience and when it is subject to evaluation.
- 12. Public relations practitioners and educators should be leaders in building understanding that public relations has a fundamental responsibility to society and adds value to society.



6. Research Conducted by the Commission

The 1999 Commission on Public Relations Education relied heavily on the findings of the largest and most comprehensive survey ever undertaken on public relations education. The study was co-sponsored by the Commission and the National Communication Association as part of NCA's 1998 "Summer Conference on Public Relations Education." Funding was contributed by PRSA and the University of Miami's School of Communication.

The three goals of the study were to: a) report what skills, knowledge and concepts practitioners and educators think are currently being taught in public relations curricula; b) compare these with what educators and practitioners think should be taught; and c) document the level of agreement between practitioners and academics as to what is taught and what should be taught. More than 100 academics and practitioners used the results of this study in the four-day NCA conference as the basis for making recommendations for public relations curricula in four types of academic programs: a) undergraduate programs based in journalism/mass communication units, b) undergraduate programs based in communication/rhetoric units, c) professional master's programs, and d) theory-based master's and doctoral programs. Those

recommendations weighed heavily in the Commission's work.

Questionnaires were mailed to a stratified random sample of 564 educators and 748 practitioners, yielding a sample of 1312. Questions addressed both existing and desired student outcomes (skills and knowledge of graduates), curriculum (course content), pedagogy (teaching methods), and assessment (measuring what has been learned). The response rate ranged from 30 percent for academics to 12 percent for practitioners. While low, the overall response rate of 20 percent is within expected parameters for a questionnaire of this type and length when using a national random sample composed largely of practitioners.

The most significant conclusions of the study were:

Outcomes

Practitioners and educators strongly agree that current public relations education is on track. Students are learning what they should and what they need.

Consistent with those generally positive feelings about public relations education, only 19.8 percent

of educators and 14.4 percent of practitioners disagree or strongly disagree that "PR education is keeping up with current trends in the profession."

Practitioners also value public relations graduates, with only 18.1 percent disagreeing or strongly disagreeing that "Most PR practitioners have very positive attitude toward PR college graduates." One in five educators (20.8 percent) disagreed with the statement.

Practitioners and academics generally agreed on

Practitioners and educators strongly agree that current public relations education is on track."

24 desirable skills/attitudes for entry level employees. The most highly desired skill was writing news releases* (practitioner mean = 6.47, educator mean = 6.77, with 7 being "highly desired.") Second most desired skill was being a self starter (practitioner $M = 6.33$, educator $M = 6.60$), and the third most desired skill was critical thinking and problem solving (practitioner $M = 6.49$, educator $M = 6.63$).

It is significant that educators saw 18 of the desirable 24 skills/attitudes with a rating of 6 or greater as even more desirable than did practitioners.

On the whole, practitioners and academics also agree that they are not satisfied that desirable skills/knowledge are actually found in graduates, with only three — good attitude, word processing/E-mail, and typing skill — scoring above 5 on the 7-point scale. Although the data is by no means definitive, survey results indicate public relations educators may be focusing too much on mechanical skills (e.g., typing and word processing) and not enough on the half dozen entry level skills that are more important in the eyes of practitioners: being a self starter ($M = 6.61$),

writing news releases ($M = 6.53$), critical thinking and problem solving skills ($M = 6.49$), and flexibility ($M = 6.44$).

The six most highly valued content areas that can be taught in a public relations curriculum, with their overall mean score on the 7 point scale, were: planning, writing, producing and delivering print communication to audiences ($M = 6.51$), setting goals/objectives/strategic planning ($M = 6.49$), ethical and legal credibility ($M = 6.42$), audience segmentation ($M = 6.37$), publicity and media relations ($M = 6.35$), and problem/opportunity analysis ($M = 6.33$).

Practitioners and educators were in noticeably close agreement on conceptual content of public relations education, with no differences exceeding one-half point on the 1-7 scale. Only one item of the 89 communication theory/concepts/models items had a difference of 0.50 or more between practitioners ($M = 5.62$) and educators ($M = 6.12$), with both valuing the area, but educators valuing it more. Another nine items had a difference of 0.40 between practitioners and educators, with the three most valued — audience segmentation, public opinion polls and surveys, and research design/process/techniques — being valued by both, with educators again valuing them more.

Practitioners and educators share far more working experience than most think. Practitioner respondents averaged 17.42 years of experience, while those teaching public relations averaged 10.35 years of professional experience and 7.79 years in their present teaching position.

PRSA's accreditation program is accepted and credible among educators more so than among practitioners; only 27.7 percent of practitioner respondents held the APR, while 36 percent of educator respondents are APR.

Assessment

Both educators and practitioners were in general agreement that assessment of student learning was important, that it should be done systematically and

*A surrogate skill for public relations writing in general

that it should include measures other than classroom forms of assessment. Educators placed more emphasis on systematic evaluation, informal assessment techniques and specific outcome assessment than did practitioners; practitioners placed more emphasis on portfolio assessment, inclusion of area professionals in the process and annual student assessment.

Only internships as an assessment technique were rated 6.00 or higher among the 19 assessment techniques listed.

Educators were asked to report on their program assessment plans; fewer than half reported having assessment plans in place for their programs and even fewer (30 percent) reported having student assessment programs in place.

While more than three-quarters of the practitioners reported they participated in hiring decisions, fewer than a quarter had actually been asked to participate in the assessment of undergraduate or graduate public relations programs or students.

Curriculum

Educators and practitioners were in general agreement with how the public relations curriculum should look. Respondents organized the public relations curriculum around these areas: evaluation/measurement, specialty areas, photography/filmmaking, persuasion and propaganda, departments/firms/careers, research, political public relations, ethics, general social sciences, publicity, information technology, mass communication, special events, and principles of public relations.

Educators and practitioners differed on only 5 of 90 items, with practitioners seeing courses in journalism, radio/TV/film, and filmmaking as more essential than educators and educators seeing courses in communication theory/models and graphic design more essential than practitioners.

When asked what the purpose of an under-

graduate major and minor in public relations should be, the majority of respondents said the major prepared the student for an entry-level job in public relations; the minor laid a foundation of public relations skills for students in other majors who might work in the field. The master's degree was seen in two ways, first as a way for practitioners to move into management and second as a way to better understand theory and research as applied to the profession. The doctorate in public relations was seen basically as providing entry to teaching public relations and as a means of advancing the theoretical base of the profession.

Teaching and Pedagogy

Respondents who taught either full or part time reported access to most teaching resources, with the exception of on-line research services (e.g., Lexis/Nexis), satellite links, access time to cable TV and specialized tutors (e.g., research, statistics, writing).

Two-thirds of the respondents reported using the Web or Internet for class use, primarily as supplemental resource links or for class assignments. Nevertheless, data suggested that public relations educators, while having access to both rudimentary and advanced media, still rely primarily on rudimentary media: videotapes, handouts and use of whiteboards or chalkboards.

Almost half of the respondents reported teaching "introduction to public relations," followed closely by writing/techniques classes (14.6 percent) and campaigns classes (12.8 percent). Most often classes were small (20-25 students).

When specific instructional techniques were compared between educators and practitioners who taught part time, only five differences emerged: practitioners reported greater use of lectures, guest lecturers, individual presentations/speeches, case studies and running complete campaigns than full-time educators.

Demographics

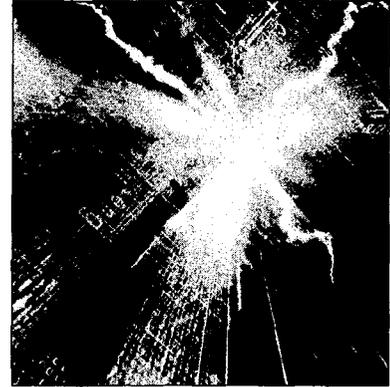
The sample was balanced by sex (Males = 51.4 percent; Female = 48.1 percent). Respondents' average age was 48.04 (median = 48; mode = 50). The vast majority were Caucasian (84.5 percent) and held graduate degrees (77.4 percent, a function of the educator subsample). Most had majored in a communication-related major ; only 3.3 percent were business majors.

In terms of current position, half of the educators were assistant, associate or full professor, the other half lecturers or instructors. Practitioners reported being senior management (CEO, owner, partner,

19.4 percent), directors/managers (middle-level management, 19.4 percent), and "other" (technicians, account executives, etc., 61.2 percent).

Most of the practitioners reported never having taught part time. Almost two-thirds, however, reported lecturing to a public relations class. Over half reported supervising an intern over the last five years.

The full study is available on the National Communication Association's home page (www.natcom.org) and a condensed version was printed in the Spring 1999 issue of *Public Relations Review*.



7. Recommendations for Undergraduate Education

Purpose of an Undergraduate Degree

The purpose of an undergraduate degree in public relations is to prepare students for an entry-level position in public relations and to assume a leadership role over the course of their careers in advancing the profession and professionally representing their employers. Students must be educated broadly in the liberal arts and sciences, and specifically in public relations, so that they are fully employable upon graduation.

Desired Outcomes

Specific educational outcomes are categorized as knowledge and skills. Knowledge outcomes identify what graduates should know and understand; skill outcomes address the areas of skill and competence necessary to enter the profession.

Like any other advanced professional field, public relations needs as its practitioners individuals with high ethical standards and a passion for their profession. Graduates should be responsible, flexible and professionally oriented self-managers. They should be curious, conceptual thinkers and appreciative of cultural and gender diversity and of global cultures. They must be trustworthy team participants and leaders, and good communicators.

Because of the interdisciplinary nature of public relations and the realities of its practice in society, it is important for graduates to be grounded in disciplines beyond journalism, communications and public relations. For that reason, the best preparation for the profession would include a minor or double major in a related area. It is expected that graduating students would be able to integrate the preceding professional attributes and demonstrate familiarity and comfort with the knowledge and skills that follow.

Knowledge

Undergraduate majors should master the following knowledge:

- Communication and persuasion concepts and strategies including mass media, organizational, small group and interpersonal channels of communication
- Communication and public relations theory, including public relations' role in society and in an organization
- Relationships and relationship building
- Societal trends
- Ethical issues
- Legal requirements and issues
- Marketing and finance

- Public relations history
- Uses of research and forecasting
- Multicultural and global issues
- Organizational change and development
- Management concepts and theories

Skills

Undergraduates should be competent in the following skills:

Like any other advanced professional field, public relations needs as its practitioners individuals with high ethical standards and a passion for their profession.”

- Research, including methods, analysis, recommendations, reporting, environmental and social assessment and statistics
- Management of information including its role in the public relations process and assessment of message credibility
- Mastery of language in written and oral communication
- Problem solving and negotiation
- Management of communication
- Strategic planning
- Issues management, including environmental scanning, issue anticipation, risk analysis and change methodology
- Audience segmentation
- Informative and persuasive writing for various audiences
- Area emphases such as community relations, consumer relations, investor relations, employee relations, government relations, and media relations
- Technology and visual literacy (including the Internet and desktop publishing), and development of new media/message

strategies and the design and layout of messages

- Managing people, programs and resources
- Sensitive interpersonal communication
- Fluency in a second language
- Ethical decision-making
- Participation in the professional public relations community
- Writing and production of specific communication messages
- Working within a current issue environment
- Public speaking and presentation
- Applying cross-cultural and cross-gender sensitivity

Curriculum

Because educational institutions are so diverse in their structures and organization, the Commission felt it more appropriate to address the *content of curriculum rather than to proscribe specific courses*. The content may be contained in various courses both internal and external to public relations programs and their curricula.

Sample curriculum configurations, to be used as guidelines only, follow these content recommendations.

In any case, a strong traditional liberal arts and social science education is a necessary foundation for public relations education. It also is requisite that a multicultural and global perspective pervades the curriculum, and that public relations be taught within the framework of ethical issues and behavior.

Coursework in a public relations major should comprise 25 to 40 percent of all undergraduate credit hours. Of those, at least half should be clearly identified as public relations courses.

Five clearly identifiable public relations courses should be the minimum, and programs should move to include more than five if at all possible.

A student's program of study should be comprised 60 to 75 percent of liberal arts, social science, business and language courses.

The student's program of study should include a

minor or double major in another discipline. Especially suggested are business and the behavioral sciences.

Content

The following topics are all deemed essential to a strong undergraduate education in public relations, regardless of the course(s) in which they may be taught:

- **Theory, Origin, Principles and Professional Practice of Public Relations:** Content in this area specifically pertains to the nature and role of public relations, the history of public relations, the societal forces affecting the profession and its practice and theories of public relations. Also included are practitioner qualifications (including education and training), responsibilities and duties, functioning of public relations departments and counseling firms, and career-long professional development. Addressed here as well are specializations in public relations such as community relations, employee relations, consumer relations, financial and investor relations, governmental relations, public affairs and lobbying, fund raising and membership development, international public relations, and publicity and media relations.
- **Public Relations Ethics and Law:** Content here includes codes of ethics and practice in public relations and in other professions; specific legal issues such as privacy, defamation, copyright, product liability, and financial disclosure; legal and regulatory compliance, and credibility.
- **Public Relations Research, Measurement and Performance Evaluation:** Content should address both quantitative and qualitative research designs, processes and techniques including public opinion polling and survey research; experimental design and research; fact-finding and applied research; observation and performance measurement; social, communication and employee audits; issue tracking; focus groups and interviews; use of external research services and consultants; media and clipping analysis, and historical research. It should also focus on results-based decision making, measuring program effectiveness, measuring staff and counselor performance, developing criteria for performance, tools and methods for measurement and evaluation and reporting on results of public relations efforts.
- **Public Relations Planning and Management:** Content of the curriculum in planning and management should be theory, techniques and models related to setting long- and short-term goals and objectives, designing strategies and tactics, segmenting audiences, analyzing problems and opportunities, communicating with top management, developing budgets, contingency planning for crises and disasters, managing issues, developing timetables and calendars and assigning authority and responsibility. This content area also requires inclusion of the philosophy and culture of organizations, and knowledge of business or corporate culture including finance, theory, practice and terminology.
- **Public Relations Writing and Production:** Public relations writing is an essential, discrete skill not addressed in journalistic writing, composition or creative writing. Content here should address communication theory; concepts and models for both mass, interpersonal, employee and internal communication; organizational communication and dynamics; persuasion and propaganda; controlled versus uncontrolled communication, and feedback systems. It must include development of competency in such skills as layout and graphics, speechwriting and delivery, spokesperson training, speakers bureaus, corporate

identity, photography, filmmaking and working with outside suppliers. It requires a solid understanding of media, media channels and the societal role of media. It includes message strategy and delivery (i.e., planning, writing, producing and delivering print communication to audiences; and planning, writing, producing and delivering audiovisual, electronic, videotape and multimedia communication to audiences).

I *t is imperative that public relations students have the opportunity to apply the skills and principles they learn to the professional area.*"

It also is essential that content address new public relations tools and techniques, especially current and emerging technology and its application in the practice of public relations.

- **Public Relations Action and Implementation:** This area of content includes actual implementation of campaigns; continuing programs (product publicity, safety, etc.); crises and isolated incidents; individual activities of practitioners and firms, clients or employers; meetings and workshops, and special events.
- **Supervised Work Experience in Public Relations:** It is imperative that public relations students have the opportunity to apply the skills and principles they learn to the professional arena. These practical experiences must be supervised by faculty and practitioners who cooperate to provide professional experience directed by learning objectives and assessed throughout to assure a quality practical educational experience.

- **Disciplines Related to Public Relations:** Supporting disciplines appropriate to public relations programs include political communication, organizational communication, interpersonal communication, rhetorical communication, small group communication, psychology, sociology, marketing, management and organizational behavior, finance, journalism, radio and television production, advertising, mass communication law, photography, filmmaking, art, design and graphics, information technology, hypertext and Web design.
- **Directed Electives:** Certain content in other disciplines should be considered essential for the development and preparation of public relations professionals. It is recommended that such content be recommended or directed as elective courses to supplement the core public relations and communication courses. Recommended directed electives include: business management and marketing, accounting, finance, economics, consumer behavior, political science and the political system, public administration, social psychology, sociology, cultural anthropology, English and English writing, political science, including government and political campaigns, and international business and communication.

Sample Content Configuration

As the practice of public relations becomes increasingly sophisticated, more institutions of higher learning will begin to define majors, rather than just sequences or emphases of study, in public relations. Given this projection, the Commission identified a sample curriculum following the above content recommendations for a bachelor's degree in public relations. Following is a recommendation for a *minimum* acceptable array of courses for a major in public relations with supplementary

courses within the broader major and minor.

Ideally, an undergraduate degree in public relations would include these courses:

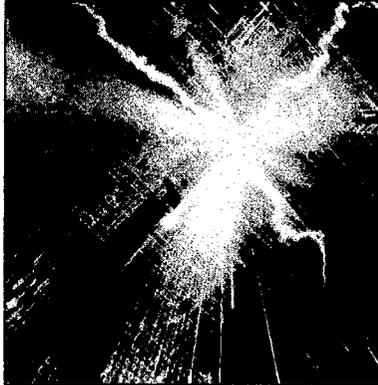
- Introduction to Public Relations (including theory, origin and principles)
- Case Studies in Public Relations that review the professional practice
- Public Relations Research, Measurement and Evaluation
- Public Relations Law and Ethics
- Public Relations Writing and Production
- Public Relations Planning and Management
- Public Relations Campaigns
- Supervised Work Experience in Public Relations
- Directed Electives

In a program where public relations is an emphasis or focus, integrated with related disciplines such as communication or journalism to form a major, some of this content may be included in courses with content that is broader than public relations alone. In these instances, the Commission recommends, as a *minimum*, that the public

relations emphasis or focus include these courses:

- Introduction to Public Relations (including theory, origin and principles)
- Public Relations Research, Measurement and Evaluation
- Public Relations Writing and Production
- Supervised Work Experience in Public Relations
- At least one additional public relations course in law and ethics, public relations planning and management case studies or campaigns

Programs that offer minors should make it clear that a minor in public relations is not sufficient to prepare a student for the professional practice of public relations. However, programs may offer minors in public relations to enhance the understanding of students majoring in professional disciplines that use or cooperate with public relations. A minor in public relations should specifically address the knowledge outcomes previously stated rather than just the skill outcomes.



8. Recommendations for Graduate Education

Purpose of a Master's Degree

The purpose of a master's degree is to enable students to acquire advanced skills and knowledge in research, management, problem solving and issues, and to obtain management level expertise. For some students, the master's degree also is preparation for doctoral level education.

The master's degree program thus prepares individuals for public relations management leadership, career development and on-going contributions to the profession and to society in a global context. It guides the individual in knowing and appreciating the role of public relations as part of the management team, in gaining relevant management and communications competencies and in building effective relationships between organizations and their publics.

Desired Outcomes of a Master's Degree

Master's students should gain advanced knowledge and understanding of the body of knowledge in public relations, including theory, research, communication processes, planning, production and advanced communications management abilities.

Students should be taught within an environment in which they learn to provide leadership through use of communication, social and behavioral science theory and research techniques to help organizations analyze and solve problems and take advantage of opportunities that have public relations consequences.

To enter a master's degree program, individuals should hold an undergraduate degree in public relations or its equivalent: i.e., a combination of an undergraduate communications degree and public relations experience. Individuals with undergraduate degrees in other fields without public relations knowledge and competencies should be required to demonstrate proficiencies such as those listed in the undergraduate section of this report. Options could be provided to prepare new students for advanced study and/or to build upon their current competencies to the point they are ready for graduate-level study of public relations.

The Master's Degree Curriculum

The curriculum for the master's level graduate student must have a great deal of flexibility. It should be tailored to graduate student career objectives and personal interests. While many

students will choose a master's degree as their final degree, the master's curriculum should be able to prepare students who so desire to enter doctoral programs (e.g., by choosing a specific set of courses and/or completing a thesis).

The basic curriculum of the master's degree in public relations should be a program of study requiring between 30 to 36 credit hours of graduate coursework.

The Curriculum Composition

The following content areas should provide advanced, intensive focus upon the primary area of interest: public relations. All that has come before, through general education and public relations studies, will be here. The expectation is that students will develop further abilities to critically analyze and synthesize the body of knowledge in public relations management by producing critical essays and original research projects, and will enhance their professional performance through the application of theory and research.

The student should master the following content areas beyond the undergraduate competencies.

- **Public Relations Theory:** This area should familiarize students with the leading theories of public relations scholarship, including social science, rhetorical and communication theories (i.e., models of public relations, public relations roles theories, theories of publics, theories of public relationships), public relations history, and public relations issues (encroachment, feminization of the field, paradigm struggle, impact of social, political, and economic environments).
- **Public Relations Law:** This area should address regulatory, constitutional and statutory laws of public relations, risks of free expression and communications law related to public relations.
- **Public Relations Research Methods:** This area should include the application of social science research methods to the planning, implementation and evaluation issues of public relations practice. Quantitative and qualitative methods, an understanding of experimental design, sampling, use of standard statistical packages, report writing and research ethics should be taught.
- **Public Relations Management:** This area should include public relations strategic management principles and issues (e.g., planning, organizing, evaluating, staffing, counseling, leadership, budgeting principles and such advanced subjects as reputation management), concepts of organizational effectiveness (strategy, size, technology, environment and the dominant coalition), public relations as a political process and how it is related to other functions such as integrated communications and to the mission of the organization, rhetorical-critical approaches; culture and globalization; building relationships with internal and external audiences; issues and crisis management; activism, mediation, negotiation, and conflict resolution.
- **Public Relations Programming and Production:** This area should include advanced programming and production principles, particularly related to new technology, the Internet and telecommunications as well as the practices and theories of message preparation, visual communications principles, and other communications techniques. Students should apply research and evaluation models to this practical side of public relations.
- **Communication Processes:** Here students should learn theories and practices of communication (organization, interpersonal, small group, mass, persuasion, rhetorical, conflict resolution).
- **Management Sciences:** This area should include accounting, finance, marketing and integrated marketing/advertising communication applicable to both for-profit and non-profit organizations.

- Behavioral Sciences: This area should acquaint students with social psychology, cultural anthropology, sociology and political science. It should also include courses that build an understanding of group behavior, global trends, evolving global codes of conduct, organizational culture, behavioral change and knowledge of local, state, national and international political systems.
- Public Relations Ethics: Some of the ethical

The graduate student should be required to conduct some original research . . . resulting in a thesis or graduate capstone project . . .”

issues that merit attention are philosophical principles, international ethical issues, concealment vs. disclosure, divided loyalties, social responsibility, accountability, professionalism, codes of ethics, whistleblowing, confidentiality, ethical dealing with the media, solicitation of new business, ethics of research, logical arguments and multicultural and gender diversity.

- Public Relations Specialty Options
- Internship or Practicum Experience and/or Comprehensive Examination
- Thesis and/or Comprehensive Exam and/or Capstone Project

The graduate student should be required to conduct some original research in her/his particular area of interest, resulting in a thesis or graduate capstone project of acceptable quality. If a thesis is optional, the student should be required to take a comprehensive examination. It is recommended that no credit hours be awarded for comprehensive examinations.

One Sample Master's Program Content Outline (36 credit hours)

Public Relations Content

- Public Relations Theory
- Public Relations Research
- Public Relations Management
- Public Relations Law
- Integrated Communications

Management Science Area Content

- Accounting
- Finance
- Marketing
- Strategic Planning

When the Master's Degree is Terminal:

- Leadership Studies (New Technologies, Conflict Resolution, International Relations)
- Capstone Project

When the Master's Degree is Preparation for the Doctorate:

- Thesis

An Alternative Sample Master's Program Content Outline (30 credit hours)

- Research Methods in Communication
- Research Design in Public Relations
- Theories of Mass Communication
- Seminar on Public Relations Management
- Seminar on Public Relations Publics
- Seminar on Ethics and Philosophy in Public Relations
- Seminar on Global Public Relations
- Two Electives
- Master's Thesis (6 credits)

The Purpose of a Doctoral Degree

A doctoral degree in public relations is a theory and research degree. The purpose of the Ph.D. program is to help students develop the theoretical and research skills they will need to add to the body of public relations knowledge.

A doctoral degree should prepare graduates for academic positions in universities and for advanced

management and applied research positions in major public relations departments, opinion research companies and other organizations.

Historically, the doctoral curriculum in public relations has been a specialized option within a broader Ph.D. program, usually titled "mass communication" or "communication."

But communications Ph.D. programs have not produced a sufficient supply of graduates with a public relations specialty, primarily because few educators with an interest in researching public relations problems have been involved in those Ph.D. programs. The result has been a shortage of public relations researchers. The addition of public relations researchers to university faculties would render the existing framework of most Ph.D. programs adequate for a public relations specialty.

Desired Outcomes of a Doctoral Degree

Students completing a doctoral program should be:

- prepared for roles as senior managers and as future college faculty who can deliver course content and evaluate student work effectively.
- aware of not only the body of knowledge in public relations, but the relationship of that body of knowledge to those of other communication-related (e.g., interpersonal, rhetorical, organizational and small group) bodies of knowledge as well. In addition, students should demonstrate awareness of the breadth and depth of disciplines that influence, or are influenced by, public relations and ability to integrate that knowledge in their teaching and research.
- prepared to develop and contribute to the body of knowledge through formal quantitative and qualitative research and to develop the ability to disseminate that information to the academic and practitioner communities in a clear, usable fashion through conferences and

professional publications.

- prepared to develop competing paradigms of public relations based on differing metatheoretical and philosophical foundations in response to the maturation of the field.

Because doctoral programs are generally an array of courses tailored to the academic and professional backgrounds of individual students, it is expected that appropriate attention will be given in these individualized programs to ensuring a foundation in public relations concepts, theories and professional practices.

Curriculum

The core curriculum of most Ph.D. programs in communication or mass communication stresses research and theory building through courses in communication theory, philosophy of science, research methods and statistical and qualitative research tools.

A public relations Ph.D. candidate should also take the bulk of his or her coursework in these core areas of research skills. It is essential that the instructors of these core courses understand public relations, encourage new research on public relations problems and encourage the building of public relations theories. This has seldom been the case in current Ph.D. programs.

In addition, the Ph.D. program should offer several specialized seminars in public relations on topics such as public relations management and its appropriate place in the organizational structure; behavior of publics; public relations roles, law, history and operations; and global perspectives on public relations.

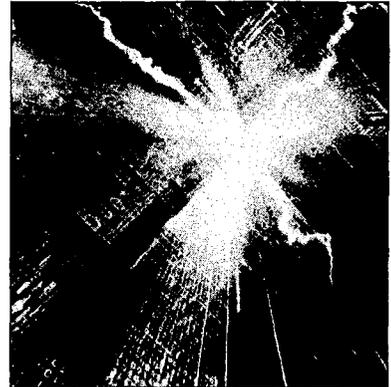
Public relations Ph.D. students should be encouraged to take research seminars in related social, behavioral and business sciences that are particularly relevant to public relations in order to learn the theories and methods of those related disciplines. These courses, for example, could include the sociology of organization, organizational communication, operations research

and management science, political behavior, sociology of collective behavior, public opinion, language usage and communication and social psychology.

Finally, the public relations Ph.D. candidate should conduct dissertation research in which he or she studies theory applicable to the solution of important public relations problems and in specific topic areas in public relations such as investor

relations, crisis management, issues management, social responsibility, marketing public relations and integrated communications.

However, a doctoral program also has the obligation to prepare students to *teach* by involving students in the classroom and developing their teaching skills because many, if not most, graduates will accept positions as public relations faculty.



9. Recommendations for Continuing Education

Purpose of Continuing Education

Continuing education has been an important aspect of professional education throughout the evolution of public relations in the 20th Century. In the historical sense, continuing education has meant education for the adult learner outside the traditional degree programs of a college or universities. Continuing education in public relations might well be identified as “lifelong learning” because it seeks to add to or refresh the knowledge or skills of those familiar with and/or already working in the practice of public relations. The purpose of this instruction should be to provide for the ongoing professional development and advancement of public relations professionals, from entry-level beginners through senior executives. It is important that continuing education courses, faculty and resources be of comparable quality with those of degree-granting public relations programs, as described elsewhere in this report.

Desired Outcomes of Continuing Education

Sometimes continuing education is provided on a college or university campus, although often it is not. Sometimes it is provided by traditional modes

of instruction, although increasingly it is being provided by “distance education” or “distance learning” that the Commission defines as any instruction that takes place with the instructor and student physically separated from each other. Sometimes it is a one-hour workshop or a half-day seminar, sometimes carrying CEUs (continuing education units).

Increasingly important in continuing education is the growing number of certificate programs; while not degree programs per se, they group a number of courses together into a logical program of study. The Commission suggests that academic criteria in certificate programs should be no different from those in degree programs, especially when the courses used in certificate programs are the same courses that traditional students might use to meet undergraduate or graduate degree requirements.

The 1999 Commission on Public Relations Education focused solely on continuing education offered as for-credit instruction, acknowledging that many professional associations and private vendors also offer workshops and seminars not linked to academic credit that are legitimate continuing education opportunities.

As a result of their participation in for-credit

continuing education courses or programs, public relations practitioners should add to their knowledge of the concepts, theories and practices of the profession.

Curriculum

In continuing education, just as in traditional degree programs, curriculum models differ from institution to institution. No one model can serve all.

In addition to traditional teaching techniques, continuing education often utilizes Internet transmission of course material.

For undergraduate-level continuing education offerings, the guidelines presented by the Commission certainly are appropriate. Likewise, when the continuing education offerings are at an advanced level and offered to practitioners who already have undergraduate degrees, the master's degree guidelines suggested by the Commission are relevant.

Continuing education is offered using perhaps a greater variety of teaching methods than traditional undergraduate or graduate courses. Typically, continuing education has led the way in pioneering new teaching methodologies, particularly distance education methods. Active learning often is enhanced through student involvement with new technologies such as the Web.

In addition to traditional teaching techniques, continuing education often utilizes Internet transmission of course material by either asynchronous or synchronous course delivery; video-assisted instruction; a combination of Web

and television instruction; satellite or broadcast instruction; delivery by compressed video, or other technology-based modes of delivery. Often traditional and distance education modes are combined in one course: a week-long face-to-face introduction to the course might be followed with additional meetings on-line or through E-mail interaction.

Continuing education courses in public relations often have been provided by public relations faculty who teach them on an overload basis, as "extra" assignments for which they receive extra compensation. An exception has been at some land-grant institutions whose mission is heavily outreach-oriented; some of these schools have made continuing education instruction part or all of a full-time faculty member's regular responsibilities.

When continuing education is offered by distance education technologies, the model of faculty overload doesn't always work well. It takes considerable effort to teach Web-based or television-delivered courses, and incentives beyond a bit more salary need to be developed to encourage faculty to develop and teach these courses.

Because continuing education is likely to be offered increasingly through new technologies, state-of-the-art hardware and software are essential for those institutions offering continuing education courses and for those students enrolling in them.

Professional societies and associations, such as PRSA and IABC, would do well to partner with colleges and universities to ensure that appropriate continuing education modules are developed and offered. These associations and public relations foundations, notably the Institute for Public Relations and the PRSA Foundation, are encouraged to provide seed money for the development of continuing education courses and certificate programs to ensure that public relations learning is, indeed, lifelong.



10. Teaching Methods

The teaching of public relations at all levels should emphasize active learning. Given the fact that much public relations work is done by teams of practitioners, team-based and service learning also should be encouraged.

Teaching involves the delivery of instruction; the creation of student assignments and learning activities; and the application of instructional media to the classroom, laboratory and distance learning environment.

The 1999 Commission on Public Relations Education presents these recommendations on teaching methods because it believes it is not only important to address curriculum content but also to address how that content can best be transmitted.

Delivery of Instruction

Lectures are a delivery technique familiar to students, especially helpful in introducing and examining a broad range of material, particularly abstract concepts. The best lecturers will incorporate a lively and informative style, and encourage interactivity with students through discussion, dialogue and questioning.

Guest lecturers and speakers add fresh voices to the classroom, which increases student interest.

Practitioners can bring the practice of public relations into the classroom and provide a bridge between student and professional associations. The pool of available guest lecturers for most programs is typically large, and professionals usually are enthusiastic about assisting in this way.

Simulations and role playing also are very effective teaching methods for selected topics. Both encourage student involvement (affective learning) and aid in student retention of material. The teacher can control the simulation in ways he or she could not if students were working with an actual client or situation.

Games are useful ways to simplify abstract concepts and are particularly useful for teaching remedial skills and history or for review sessions, such as those that might be held to help students prepare for an examination.

Small group discussion and in-class exercises provide essential learning opportunities in the area of team building and group dynamics. This teaching method also helps develop brainstorming and analytical skills as students learn to give and receive critiques.

Having students make oral presentations in class provides them with practice in a skill that will be vital to them as practitioners. making client

presentations and defending their ideas in meetings. Oral presentations offer a good opportunity for peer or practitioner evaluation of student work, and also for interaction and networking with both peers and practitioners. They also can be useful in helping students learn to create and use computer-aided presentations and visual aids.

Teaching writing and design or production skills in a computer classroom or lab gives students an opportunity to build their skills and their computer literacy.

The use of field trips is another teaching method that provides an opportunity for interactive learning as students see the practice of public relations in process and interact with practitioners.

Instruction is increasingly being delivered through distance education, as described in Part 9 of this report, using a variety of techniques: on-line Internet delivery of lectures and readings, chat rooms and E-mail interaction between student and professor, combinations of video-Web-television instruction and delivery of entire courses by broadcast media or satellite.

Assignments and Activities

Case studies, an excellent bridge between theory

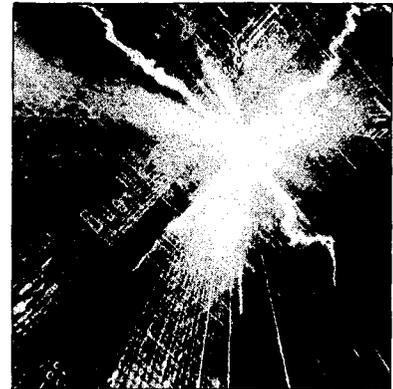
and application, can be used at all class levels to promote learning. Regardless of the model, case studies teach analytical and critical thinking skills.

Incorporating the planning (and sometimes even the implementation) of campaigns into public relations courses adds depth and detail, and provides opportunities for students to translate theory into practice. Carrying a plan through to implementation adds the dimension of learning about client relationships and, when the client is "real," provides another opportunity for professional networking.

Instructional Media

Audio and video recordings are useful not only because they present important material in an interesting way, but because by listening or viewing, students also learn to recognize production quality.

The Internet (and when available an Intranet) have many applications in public relations teaching: as the source of case studies and research data, as a means of contact with practitioners and as an interactive communication channel between faculty and students. Its potential for interactivity makes it especially appealing in distance education settings.



11. Evaluation

Both academic programs and the students enrolled in them should be evaluated. In the case of students, the objective is to ascertain whether students learned what the curriculum and their faculty intended. In the case of programs, the objective of the evaluation is to ascertain and ensure quality of the curriculum, how it is taught, the quality of that instruction and the resources provided to support the educational effort.

Evaluation of Students

Student evaluation may be normative, formative and/or summative.

Normative assessment is usually undertaken to determine which students are eligible to enter or to advance within the public relations program. Normative assessment tools might include:

- required entrance exams
- assessment of the extent to which the student possesses the attitudes and behaviors of professionals
- screening through standardized test scores and placement tests in subjects such as English, spelling and math
- high school and projected college GPA
- performance in pre-requisite classes

- writing and speaking apprehension
- internship performance as a screen for subsequent internships

Formative assessment is evaluation that provides continuing feedback throughout a student's degree program. Formative assessment tools might include:

- faculty evaluation and grading of assignments
- tests that screen for skill proficiency
- capstone courses to measure ability to conceptualize and apply knowledge
- case study analysis to measure critical thinking
- oral and computer-aided presentations to measure presentation skills
- evaluation of internships by both faculty and site supervisors
- review of a portfolio of student work
- examination of career objectives, expectations, knowledge, preparation and future plans
- measurement of sensitivity to multicultural environments and diversity, perhaps using a standardized test such as that used by the U.S. Navy to test for multicultural sensitivity

Summative assessment is conducted at the time a

student completes a degree program. Appropriate tools might include:

- review of a portfolio of student work to assess writing and presentation skills, research skills, analytical ability and ability to complete projects or campaigns
- faculty assessment of strengths and weaknesses, either in writing or as an exit interview
- administration of an organizational

Public relations programs should continually measure their effectiveness in delivering instruction in both degree-oriented and continuing education courses.”

simulation of a public relations work environment

- review of professional experience gained through course assignments, internships or other work experience

Evaluation of Programs

Program evaluation can be accomplished through self-assessment and external review.

1. Self-Assessment

Public relations programs should continually measure their effectiveness in delivering instruction in both degree-oriented and continuing education courses by utilizing the following self-assessment tools:

- Teacher-course evaluations by students, peers and administrators
- Faculty-student ratios
- Job placement rates
- Percent of public relations graduates working in the field
- Graduate school admissions
- Exit interviews and surveys

- Alumni satisfaction surveys
- Employer satisfaction surveys
- Professional accreditation of alumni
- Input of advisory boards

Programs also are advised to monitor such quality indicators as instructional innovations, particularly integration of new technologies; student access to courses in related disciplines (e.g., business); vitality of student organizations; involvement of professionals; and equitable distribution of resources. Finally, programs should periodically compare the content of the courses they offer to the Commission's recommendations.

2. External Review

Three organizations currently provide external review of academic programs in public relations education: PRSA, NCA and the Accrediting Council for Education in Journalism and Mass Communications (ACEJMC). PRSA's Certification of Education in Public Relations (CEPR) provides professional association certification for programs housed in any academic discipline, including communication, journalism and business. NCA's Program Review, on the other hand, provides educator assessment for programs housed in communication colleges, schools or departments. Similarly, ACEJMC examines programs housed in journalism and mass communication units. ACEJMC is the only one of the three authorized by the U.S. Department of Education to grant professional accreditation. Review by any of the three organizations is at the invitation of the program unit.

PRSA's certification process is coordinated by its Educational Affairs Committee, which consists of both educators and practitioners. After receipt of a required self-study, the committee assigns a visiting team of two or three members who examine the public relations program on site over three to four days. Criteria for evaluation are based on the most recent guidelines of the Commission on Public Relations Education. Among program elements reviewed are curriculum, faculty/student ratio, resources, internships, student counseling, job placement and involvement and support of

professionals. Team members visit classes, check records and interview faculty, administrators, students, alumni and practitioners. At the conclusion of the on-site review, the team makes a preliminary report of its findings, including strengths and weaknesses of the program, to the program's coordinator. A written report with the team's recommendation is submitted to the Educational Affairs Committee, which decides whether or not to grant certification. The committee's decision is then forwarded to PRSA's Board of Directors for approval.

In ACEJMC accreditation, the entire academic unit — college, school or department — is evaluated through a review of all programs in the unit, which might include advertising, broadcasting, newspaper journalism, magazine journalism and public relations. The process begins with a self-study based on 12 standards. A three-day site visit is conducted by a team of three to six educators and practitioners who represent the unit's various disciplines. When the unit has a public relations component, an effort is made to include a public relations educator or practitioner on the team.

During its campus visit, the ACEJMC team examines the unit's compliance with the 12 standards, which deal with governance/administration, budget, curriculum, student records/advising, instruction/evaluation, faculty credentials and qualifications, internships and work experience, faculty scholarship/research/professional activities, public service, graduates/alumni, and minority and female representation, respectively. As in the PRSA process, team members monitor classes, check records and interview faculty, students and representatives of other relevant groups. The team prepares a written draft report of its findings before leaving campus and presents copies of the report to the unit administrator and the institution's president. Responses from the unit and institution are considered before the report is finalized and submitted to ACEJMC's Accrediting Committee, which recommends full accreditation, provisional accreditation (meaning the unit must correct specified deficiencies in one year) or denial of

accreditation. The committee then forwards its recommendation to ACEJMC's Accrediting Council for a final decision. Institutional representatives are invited to the meetings of both groups. Units must be reaccredited every six years.

Of the 24 professional, practitioner organizations which are dues-paying members of ACEJMC, only one — PRSA — represents the profession of public relations. Thus the profession has only one voice and one vote on decisions made by ACEJMC's Accrediting Council. In contrast, other disciplines are represented by multiple professional organizations, each with one or more votes. For example, advertising is represented by two organizations (American Academy of Advertising and American Advertising Federation), broadcasting by four (Broadcast Education Association, National Association of Broadcasters, National Association of TV Program Executives and Radio-Television News Directors Association) and newspaper journalism by eight (American Society of Newspaper Editors, Associated Press Managing Editors, National Conference of Editorial Writers, National Newspaper Foundation, Newspaper Association of America, Society of Professional Journalists, Southern Newspaper Publishers Association and the Inland Press Association).

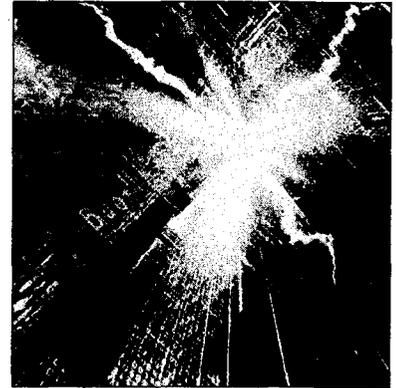
Only a minority of academic programs in public relations are certified by PRSA or accredited by ACEJMC. As noted earlier in this report, approximately one half of all public relations programs are housed in communication units, which are not eligible for ACEJMC accreditation. Such programs are eligible for PRSA certification; however, relatively few programs have sought CEPR status to date. Furthermore, of the hundreds of journalism and mass communication units that teach public relations, only 109 currently are accredited by ACEJMC.

The NCA process bridges the gap between self-assessment and external review. The association provides the Communication Programs Rationale and Review Kit (1997), which presents questions to guide self-assessment (for example, "Has our department kept pace with the discipline?"), lists

NCA resources and services to aid evaluation (for example, contact information for nationally recognized communication specialists in teaching, research and service), and offers the association's Program Review Service. More collegial than the processes of PRSA and ACEJMC, NCA's on-site Program Review brings "consultants" to campus rather than "evaluators." The service allows the host unit to determine the number of consultants, choose their specialization and geographic location, and even select named individuals (NCA also will recommend team members if a host unit desires). The consultants' report goes to the unit requesting the review, not to NCA.

All of these program evaluation processes would be more valuable if:

- More public relations programs sought accreditation and/or certification.
- Additional public relations organizations, such as the Arthur W. Page Society, IABC, Council of Public Relations Firms, Institute for Public Relations, PRSA Foundation, and International Public Relations Association (IPRA), obtained membership in ACEJMC. Representation should also be solicited from educator associations with large public relations memberships, such as NCA and ICA..
- ACEJMC teams better reflected the composition of the student body of the unit reviewed, particularly those in which public relations is a major component.



12. Faculty Qualifications

Both academic and professional credentials and experience are important qualifications for public relations faculty. It also is critical that public relations faculty share the understanding that public relations is practiced in an interdisciplinary, multicultural and global context.

Programs may use both full-time and part-time faculty to teach public relations courses. It is important, however, that the majority of public relations instruction be provided by full-time faculty.

Perhaps the ideal full-time faculty member is an individual with both the academic credential of a terminal degree, usually the Ph.D., and the professional credential of significant work experience in the field of public relations. And to the extent that they exist — they do, but in relatively small number — academic programs would do well to hire individuals with both sets of credentials.

What is perhaps more realistic is for academic programs to have among their full-time public relations faculty a balance of those with terminal degrees and those who may not have terminal degrees but whose professional experience is significant and substantial. Particularly in programs that offer graduate degrees, it is critical that there be

full-time faculty with Ph.D.s capable of teaching public relations theory and research and qualified to direct graduate thesis and dissertations in public relations. When no graduate faculty who specialize in public relations research are available to guide and mentor graduate students, they may be diverted into a thesis or dissertation that does not encourage an interest in public relations.

Adjunct (part-time) and temporary full-time faculty should, in every case, have at least an undergraduate degree and relevant professional public relations experience. It is highly desirable that they be personally accredited or certified by a professional public relations organization, especially when their college degree is in a field other than public relations.

Most adjunct faculty will be drawn from the ranks of those currently working in public relations, so their professional expertise is being updated and refined on a daily basis. Because they are often not experienced teachers, it is essential that adjuncts be provided with appropriate training for the classroom.

Full-time faculty must create their own opportunities — one would hope with the enthusiastic leadership of practitioners and professional organizations — to keep up with

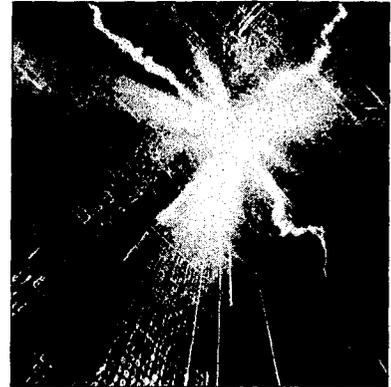
current public relations practices through "professor in residence" programs, faculty-professional exchanges, participation in professional development programs and sabbaticals.

All faculty, both full-time and adjunct, should be members of and participate in professional and/or academic associations and conferences.

And all faculty, both full-time and adjunct, should be contributing to the public relations body of knowledge through scholarship and professional

or creative activity. The form that contribution may take will, of course, vary depending on whether the faculty member has primarily academic or professional credentials.

The Commission repeats a recommendation from the 1987 Commission report: "Public relations courses should not be taught by people who have little or no experience and interest in the field and have no academic preparation in public relations."



13. Resources Needed for Public Relations Programs

Public relations faculty and students should have resources comparable to those available to faculty and students in other academic programs in the academic unit where public relations is taught.

It also is important that faculty in public relations programs have responsibility for those matters and decisions that directly affect public relations faculty, students and the units of which they are a part.

Workloads of public relations faculty should reflect the full range of responsibilities assigned to them: teaching, advising, research, service, administrative assignments and the supervision or advising of student organizations such as PRSSA or student public relations agencies.

Administrative and financial resources necessary to support public relations education include:

- personnel: faculty, both full-time and part-time, who are paid commensurate with faculty in other programs in the academic unit
- staff support: secretarial and technical support personnel
- equipment and facilities in classrooms, labs and faculty offices: computer hardware, software and peripherals; classrooms specially equipped for presentations; research facilities, particularly a telephone bank for surveys and space suitable for simulating or conducting

focus groups, and space for student organizations

- travel and professional development support; funding for travel to academic and professional conferences, for payment of professional association dues, for participation in workshops or other professional development programs
- operating support: telephone, books and other materials used in teaching, postage, photocopying, FAXes
- library: materials to inform both teaching and research

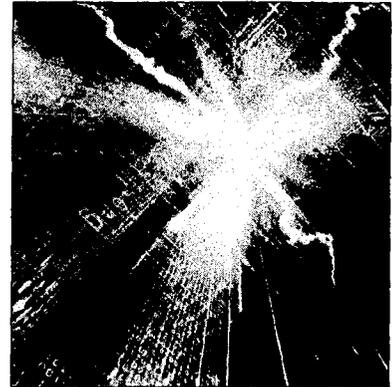
Faculty-student ratios should conform to those recommended by national accrediting bodies (such as the Accrediting Council on Education in Journalism and Mass Communications) and those that certify programs (such as Public Relations Society of America). There should be qualified full-time faculty members teaching public relations when it is offered as a major, emphasis or focus, the number of those faculty dependent on student enrollment. Full-time public relations faculty should teach the majority of required courses.

Scholarships and financial aid should be available to students. This is particularly critical in graduate programs where funding is perhaps the

deciding factor as programs compete for the best students for assistantship and fellowship awards.

While most administrative and operating expenses are the responsibility of academic units, there are other resources that must be provided by the profession. Among these are providing

internship and professional residency programs for students and faculty, supporting and serving on advisory boards, endowing chairs and faculty positions in public relations and providing examples and samples of public relations work, especially audio-visual materials, for classroom use.



14. Global Implications of the Commission's Recommendations

A major assumption of the Commission was that its report would focus primarily on higher education in the United States. The Commission's members were principally associated with USA-based institutions, and, given the range of factors that can affect higher education in public relations, the Commission did not want to presume to make recommendations for other nations and cultures.

However, the Commission did want to enable educators and practitioners in other countries to adapt or adopt its recommendations if they so choose. To that end, the Commission identified the following factors that affect public relations higher education, to a greater or lesser extent, in all societies and cultures.

The following list is not exhaustive. The factors are presented in the hopes that others may find them helpful in explaining and guiding public relations higher education not only in the USA but also elsewhere in the world.

Cultural Values and Beliefs

- Importance within society of truth-telling, fairness, justice and the concept of doing no harm to the innocent.
- Degree of comfort with uncertainty within society as seen in the collective attitudes

toward centralized or decentralized control.

- Attitudes toward men and women.
- Degree of acceptance (or not) of class differences and assumptions about an individual's duties and responsibilities to others in society.

Laws and Public Policies

- Structure of and support for higher education, including the degree of politicization of higher education within society.
- Public support for technological infrastructure within the economy.
- Freedom of press and individual rights to free speech and related issues.
- Policies regarding free markets and "transparent" economic exchanges, especially in the areas of corporate disclosure.

External Groups, Organizations and Associations

- Employer demand for university graduates who have majored or specialized in public relations.
- Number of professional associations in the field and their support for higher education.

- Number of organizations in region, including activist publics, that emphasize and appreciate public information, public relations, and public affairs.
- Number of competing institutions of higher education.

Organizational Factors

- Size, complexity and sources of resources for the institution, be it a university or

Public relations . . . may be considered protean—readily assuming various roles and structures depending on its internal and external environments.”

college.

- The historic, legal mandate or stated function of the institution.
- Technological infrastructure of the institution.

Small Group Factors Within Institutions

- Qualifications of the faculty and how they relate to students—for example, the degree of power differentiation or egalitarianism experienced in the classroom.
- Qualifications of faculty and staff and how they relate to each other—for example, the “natural tension” often experienced between

journalism and public relations faculty.

- Worldview of the institution’s dominant coalition: do senior administrators at the university encourage change and innovation, or not.

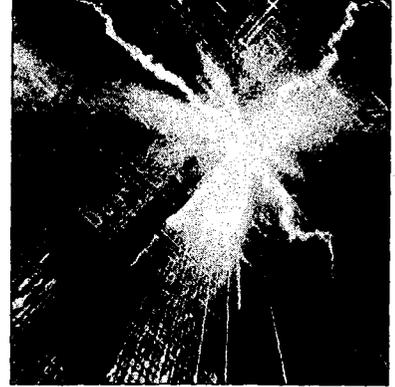
Interpersonal Factors Within Institutions

- Role expectations between individual administrators and faculty members.
- Role expectations between an individual faculty member and a student.
- Role expectations outside the university between clients and practitioners—for example, is the practitioner expected by the client to be a technician or a problem solver?

Intrapersonal Factors and Traits Within Individuals

- Intelligence of the students, faculty members, practitioners.
- Sex/gender—physical traits and internalized sex roles.
- Maturity (not the same as age).
- Eagerness and willingness to learn.

In sum, public relations both as a professional practice and as an academic discipline may be considered protean—readily assuming various roles and structures depending on its internal and external environments. The wide variety of social environments and public relations practices around the world means that inevitably there are, and will continue to be, a variety of models of public relations higher education.



15. A Call to Action: Public Relations Education and the Practice

Symbiosis is not too strong a descriptor of the relationship between public relations education and the professional practice of public relations. Yet there is much to do to realize the full potential of this mutually-beneficial relationship.

The key to progress here, the Commission suggests, is to base future cooperative efforts on a simple, practical statement of respective needs: Public relations educators need additional resources and recognition; the practice needs a steady flow of graduates who are prepared to enter, or re-enter, the profession and, as the saying goes, "hit the ground running."

So what is to be done?

The 1999 Commission on Public Relations Education recommends a seven-point interactive program:

1. Public relations practitioners should take a new look at the "products" of today's public relations education. Those who have, are impressed with the breadth and depth of knowledge and skill students bring to internships and entry-level employment. Those who haven't, are missing what is quite often a good hiring "bet."

2. There is a great need for significantly increased support from practitioners for accreditation/certification of public relations

programs. In the year 2000, three to five additional public relations seats on The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) should be sponsored by the practice. This will generate added practitioner participation on campus accreditation site visit teams as well as in the final decisions on which programs are to be accredited.

3. The practice should establish additional endowed chairs in public relations at academic institutions with outstanding public relations programs. A chair is costly and may require the pooling of financial assistance from several organizations and their clients, but chairs represent prestige externally and clout internally.

4. Successful individual public relations professionals, especially those who have benefited handsomely from public relations practice, should consider making significant contributions to the public relations programs of their choice. Such philanthropy, common in other professional fields, would mark public relations as a field in which one generation of practitioners is tied to succeeding generations by commitment to the development of the profession.

5. Public relations educators and professionals can advance the appreciation of the field among

influentials and the general public by jointly developing and participating in projects of topical and long-term social significance. Educators bring intellectual legitimacy and credibility to such projects; practitioners — individually and through organizations such as PRSA, The Arthur Page Society, the newly-formed Council of Public Relations Firms and the various public relations institutes and foundations — can add strategic input and needed resources.

These programs . . . will enhance the likelihood that public relations education . . . will produce more successful . . . practitioners and leaders and advance the profession's contribution to society."

The "outside world" must be engaged on hot macro issues: for example, ethical communications conduct in the age of global interdependence. Structures for such activities already exist. They include the PRSA/CPRF Socratic Dialogues (in April, 1999 such a dialogue was held at The Annenberg School). Partnering organizations have included the Ethics Officers Association and several national trade associations.

6. Joint research projects, administered by educators and funded by the practice, can not only

advance the educator-practitioner relationship but also expand the public relations body of knowledge. Moreover, when the research subjects are of topical interests — say, on employee behavioral response to key messages — they provide an opportunity for positive exposure of the true gravitas of the profession. And if adequately funded (\$50,000 - \$500,000 or more), the research can impress academic influentials.

7. Finally, "traditional" support programs for public relations educators, their students and their programs must be re-doubled. This means more practitioner-funded scholarships, more paid internships, more support of PRSSA to benefit students, and more faculty enrichment programs including inter-term employment and other imaginative cooperative efforts.

Other kinds of such professional support also must be considered, such as the valuable expenditure of professionals' time on campus to strengthen public relations programs. Both individual practitioners and professional associations can be invaluable in providing advice and feedback to programs and their faculties. Advisory boards also can provide financial and other resources that enhance program quality.

These programs, and others like them, will further enhance the likelihood that public relations education, through its own growth and development, will produce more successful public relations practitioners and leaders and advance the profession's contribution to society.

Appendix A: The 1999 Commission on Public Relations Education

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David K. Allred, APR
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Elaine Averick
Commission Staff Liaison
PRSA

Appendix B: Research and Reports Used by the 1999 Commission

Research and Reports

International Public Relations Association (Sept., 1990). *Public Relations Education - Recommendations and Standards*. Gold Paper No. 7.

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Glossary of Organizations Cited in the Report

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
American Management Association
American Marketing Association
Arthur Page Society
Council of Public Relations Firms (CPRF)
Institute for Public Relations (formerly the Institute for Public Relations Research and Education)
International Association of Business Communicators (IABC)
International Communication Association (ICA)
International Public Relations Association (IPRA)
National Communication Association (NCA)
Public Relations Society of America (PRSA)
Public Relations Student Society of America (PRSSA)

Benefactors

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gratefully acknowledges the following organizations,
which provided valuable support for the Commission's work:*

Hilton Hotels Corporation

Northwest Airlines

Southwest Airlines

National Communication Association

Public Relations Society of America

University of Miami

Institute for Public Relations (formerly the Institute for Public Relations Research and Education)

3300 North Lincoln Street, Suite 200
Chicago, Illinois 60657-3400
312.462.1500

April 2000

TO: Mr. Greenfield
Ferris State University

Following publication of the report of the 1999 Commission on Public Relations Education, professionals -- both educators and practitioners -- are giving renewed attention to the importance and value of PRSA's Certification Program.

As you know, this optional process offers a school the opportunity for its public relations program of study to be Certified, based on an on-site review by a highly qualified educator-practitioner team.

We are convinced that the Certification Program provides a unique way for a school 1) to receive a thorough, objective review, focused solely on its public relations program, and 2) to achieve significant recognition for excellence in preparing students for ethical, productive careers in the profession.

Because there is a limited number of reviews which can be fielded during an academic year, it's essential to identify those schools which are interested in inviting a review during the next two years. While all requests will be honored on a first-come/first-served basis, we wanted to connect early with our fellow members of the Educators Academy, hence this letter to you. It includes:

- More information about the Certification Program and process;
- Comments from two educators whose programs have already been Certified;
- A response form to help us plan ahead. (Note that there's room for any special questions you or others may have.)

We strongly encourage you and your colleagues to consider inviting a Certification Review and look forward to hearing from you this spring.

Patrick Jackson, APR, Fellow PRSA
PRSA Past President

Betsy Plank, APR, Fellow PRSA
PRSA Past President

To: Patrick Jackson, APR, Fellow PRSA
Betsy Plank, APR, Fellow PRSA

_____ Our school may be interested in a Certification Review in the
2000-2001 academic year _____ or 2001-2002 academic year _____.

_____ Our school wishes to schedule a Certification Review. Please contact me.

_____ Please send information about the Certification Program to:

Name _____

Title _____

School/Department _____

Address _____

Special Questions:

Educators Academy Member _____

School _____

Address _____

Phone _____ Fax _____ Email _____

Date _____

Please respond via --

Fax: 212-995-0757

Mail: PRSA Educational Affairs, 33 Irving Place, New York, NY 10003-2376

TWO LEADING EDUCATORS WHOSE PUBLIC RELATIONS PROGRAMS HAVE BEEN REVIEWED AND CERTIFIED STATE THEIR VIEWS OF THE PROCESS AND ITS VALUE

Dr. Melvin L. Sharpe, APR, Fellow PRSA, Director, Public Relations Sequence, Ball State University:

PRSA Certification is the best investment a university or public relations program can make in assuring the continued development of quality public relations education. No other academic program review provides the depth of analysis for what is now one of the fastest growing global professions.

When you seek Certification, you have initiated an action specifically designed to strengthen a public relations educational program and the preparation of future professionals. This is what PRSA Certification communicates to the profession. That is why I support Certification. I believe in the importance of this communication!

Dr. Laurie J. Wilson, APR, Fellow PRSA, Chair, Department of Communications, Brigham Young University:

We consider Certification of our public relations program according to the education standards recommended by the Commission on Public Relations Education (comprised of representatives from all applicable professional and scholarly associations) to be an honor and an endorsement of excellence. As administered by PRSA, Certification assures our faculty, our students, our alumni and the professionals who employ our interns and graduates that students at Brigham Young University are learning the theory and principles that guide this profession, as well as the practical skills necessary for outstanding performance.

In a discipline without systematic ranking of programs, the confidence engendered by Certification is a tangible benefit to all our publics. Students know they are gaining the knowledge and experience necessary to land the best jobs and succeed in the profession. Graduates find the reputation of their degrees significantly enhanced. Faculty are assured they are teaching the critical and latest principles and skills and are mentoring students to succeed. And professionals have confidence that an intern or employee from Brigham Young University will be a superlative hire.

We were the first university to receive Certification and the first to be re-certified. Our department, our college and our university administration consider it an important process internally and an important affirmation externally.

THE CERTIFICATION (CEPR) PROGRAM OF PRSA

INTRODUCTION

Acting on a recommendation by the Educational Affairs Committee, the PRSA Board of Directors established the Certification Program to provide optional review and Certification for undergraduate public relations programs of study.

Certification/Recertification by PRSA is designated for public relations programs that 1) are located in academic units which are connected to PRSA through a Public Relations Student Society of America charter and/or PRSA membership by at least one of its faculty or staff in the unit housing the public relations program; 2) after study and on-site review conducted under the auspices of the Educational Affairs Committee, have been recommended to the PRSA Board of Directors; 3) have been designated as Certified by the PRSA Board of Directors. (The requested Certification review at a school chartered by PRSA for a PRSSA Chapter will have no bearing on PRSSA Charter Requirements, which are specified in PRSA and PRSSA bylaws.)

BACKGROUND

A public relations program located in school units associated with journalism and mass communications is reviewed, along with other disciplines in the unit, during an examination by the Accrediting Council for Education in Journalism and Mass Communications (ACEJMC). This is an organization authorized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. (PRSA is a member of ACEJMC.) However, no such official authority exists for the growing number of public relations programs in other units, e.g. schools or departments of (Speech) Communication, Arts and Sciences, Business.

Initially, PRSA established the Certification Program in response to educators who are members of PRSA and whose programs are not associated with journalism/mass communications units. Subsequently, however, members whose programs are housed in units of journalism/mass communications have also requested the specialized review offered by the Certification Program designed solely for public relations studies.

The Certification Program does not presume any governmental authority for its examination of public relations programs. Rather, it seeks to be responsible and responsive to those schools with which PRSA has an established connection and which wish a thorough, objective review of their public relations programs by the foremost professional organization of public relations practitioners and educators in the U.S.

HIGHLIGHTS

The nomenclature for public relations programs which have been Certified by the PRSA Board of Directors is Certified in Education for Public Relations (CEPR).

The review process will be conducted by two Accredited PRSA members, one practitioner and one educator, who have experience and/or training in the process.

Certification of a public relations program will be granted by the PRSA Board of Directors for a period of six years.

ADVANCE PROCESS

A request for a review of a public relations program of study must be initiated by a letter from the head of the unit in which public relations is taught, to the Director of Education. A copy of the request will be sent to the committee leadership.

If this request is granted, the school's representative, at least four months in advance of visit, must agree to:

- ◆ Schedule dates for the review.
- ◆ Complete the request for advance information and send four copies to PRSA at least two months in advance of review.
- ◆ Arrange for all required meetings, motel/hotel accommodations, local transportation for Review Team and advise the Committee's Staff Liaison of specific arrangements at least two months in advance of review. Every effort will be made to keep costs to a minimum.
- ◆ Pay costs of review: 1) for administration, \$300 payable to PRSA at least three months in advance of review (non-refundable in event school withdraws request); 2) for Review Team expenses, including travel (any air travel cost billed at coach rate), accommodations, and meals during the visit. (Note: Expenses will be billed by PRSA following visit. Review Team will not be hosted any time during visit.)
- ◆ Provide a private work center with a computer for each Review Team member.

When the dates for the review are scheduled, two evaluators will be assigned by the Educational Affairs Committee. If there is any potential conflict of interest, the school should advise the committee within 10 days of receipt of the names.

REVIEW TEAM

The Review Team consists of two Accredited PRSA members, neither of whom can be 1) a member of the PRSA Chapter sponsoring the PRSSA Chapter chartered at the school requesting review; 2) an alumnus of the school, or 3) otherwise associated, currently or in the past, with the school.

Programs will be evaluated in a broad range of areas, including curriculum, faculty, resources, students and alumni.

The on-site review will be conducted for a maximum of two to two-and a-half days, details of which will be sent to the school.

WRITTEN REPORT OF REVIEW TEAM

Name of school, unit, head of unit, head of public relations program, date of review.

A sheet will be provided for commentary on each of the following subjects:

1. **Public Relations Courses -- Among factors to address: quality of content of each course; number of quarter or semester hours offered; number of hours required; adequacy of content in required courses.**
2. **Public Relations Faculty -- Among factors to address: public relations and academic credentials; strength and effectiveness; teaching, research and service, including ongoing professional development; work loads and their equity.**
3. **Resources Available to Public Relations Program -- budget, facilities, including library resources.**
4. **Public Relations Students -- Among factors to address: recruitment for public relations program; quality of student performance; counseling and job placement; view of program and instruction.**
5. **Professionalism -- Among factors to address: relationship with the public relations practice; alumni relations.**
6. **Relationship of Public Relations Program with Total Unit -- Among factors to address: perception and reputation of the public relations program, its faculty and students.**
7. **PRSSA Chapter (If school requesting review has a PRSSA chapter on campus)-- Among factors to address: relationship with sponsoring PRSA Chapter; leadership; programming; membership; advisors; career counseling/networking; service to community; student agency, if any.**
8. **Overall Public Relations Program -- Among factors to address: requirements; grounding in liberal arts; opportunities and counseling for electives and/or minors; professional connections; effectiveness and breadth of total program. Are students well-prepared for entry-level job and career growth in public relations? Do public relations alumni demonstrate and testify to the value of program for their practice?**
9. **Summary: Strengths/Issues/Recommendations for Improvement of the Public Relations Program.**

10. Recommendations of Review Team for 1) Certification, or 2) Pending Certification (18 months to meet key needs for improvement). Names, titles and signatures of Review Team members.

FOLLOW-UP

The Review Team will send a written report and recommendations to the Educational Affairs Committee and the Director of Education.

Report and recommendations are studied by the committee for questions, clarifications, development of final recommendation.

If final recommendation is Certification, the Educational Affairs Committee refers it to the PRSA Board of Directors for action at a meeting no later than four months following review visit at school. If the board concurs, the school is advised by the President of PRSA.

If the recommendation is Pending Certification, the Educational Affairs Committee advises the school. Anytime within 18 months, the school may advise the Educational Affairs Committee of remedial actions taken and request reconsideration for Certification.

GRANTING OF CERTIFICATION

The nomenclature for PRSA Certification of a school's public relations program is: Certified in Education for Public Relations (CEPR).

CEPR will be awarded for a period of six years from date of PRSA Board action.

A framed CEPR certificate will be presented to the school.

Publicity announcement will be sent by PRSA to public relations and educational publications, school and daily press in school area; published in PRSA and PRSSA publications.

Representative of CEPR school will be recognized during Annual Meeting of PRSA Educators Academy and at the PRSSA National Conference.

In information provided by PRSA regarding schools where public relations is taught, CEPR schools will be given special attention.

CEPR schools will be listed in annual PRSA Member Services Directory.

**ADVANCE INFORMATION REQUIRED FROM
SCHOOL REQUESTING CEPR REVIEW**

University Name _____

University Accreditation _____

Academic unit in which public relations is taught _____

Unit ___ is ___ is not Accredited by ACEJMC.

Unit head and title _____

Address _____

_____ Telephone (_____) _____

Fax (_____) _____ E-mail (_____) _____

Head of public relations program _____

Title _____ Telephone (_____) _____

Fax (_____) _____ E-mail (_____) _____

Academic calendar: ___ Semester system

 ___ Quarter system

 ___ Other (please specify) _____

Do students who major/specialize in public relations and complete their undergraduate requirements earn a baccalaureate degree? ___ Yes ___ No

If so, what is the degree? _____

Minimum total hours required for graduation _____

Is there a PRSSA Chapter established on campus? ___ Yes ___ No

If so, name of Faculty Advisor _____

Telephone (_____) _____ Fax (_____) _____ E-mail _____

Minimum hours toward graduation required for students majoring/specializing in public relations in:

- _____ Public relations courses
- _____ Related courses in unit
- _____ Liberal arts, as defined by the university/college

List public relations courses **offered** to students majoring/specializing in public relations:

<u>Course title</u>	<u>Check if course is required</u>	<u>Credit hours</u>	<u>When was course was most recently taught?</u>	<u>How frequently is course taught?</u>
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List other courses **required** of students majoring/specializing in public relations.

List opportunities of students majoring/specializing in public relations for supervised public relations experience (e.g. internship, practicum, cooperative education, student agency).

Number of declared majors in the program _____

List other supporting information (e.g. reciprocity with other disciplines such as business, interaction with public relations professionals).

Reviews will be scheduled in order of the date the requests are received. Please indicate your preferred month and year for review.

First choice month / year for review: _____

Second choice month / year for review: _____

ENCLOSURES

- ___ Statement on educational philosophy and goals of public relations program of study.
- ___ Vita of each faculty member teaching public relations courses.
- ___ Syllabus (departmental/generic) and major tests for each public relations course.
- ___ School catalogue pages on unit in which public relations is taught, with public relations courses checked.
- ___ Membership list of Advisory Council, if any, for public relations program.

Signature of Head of Unit or Public Relations Program

Date

Return all information to:

Elaine Averick, Director of Education
PRSA
33 Irving Place
New York, NY 10003-2376
Phone: (212) 460-1466
Fax: (212) 995-0757
E-mail: elaine.averick@prsa.org