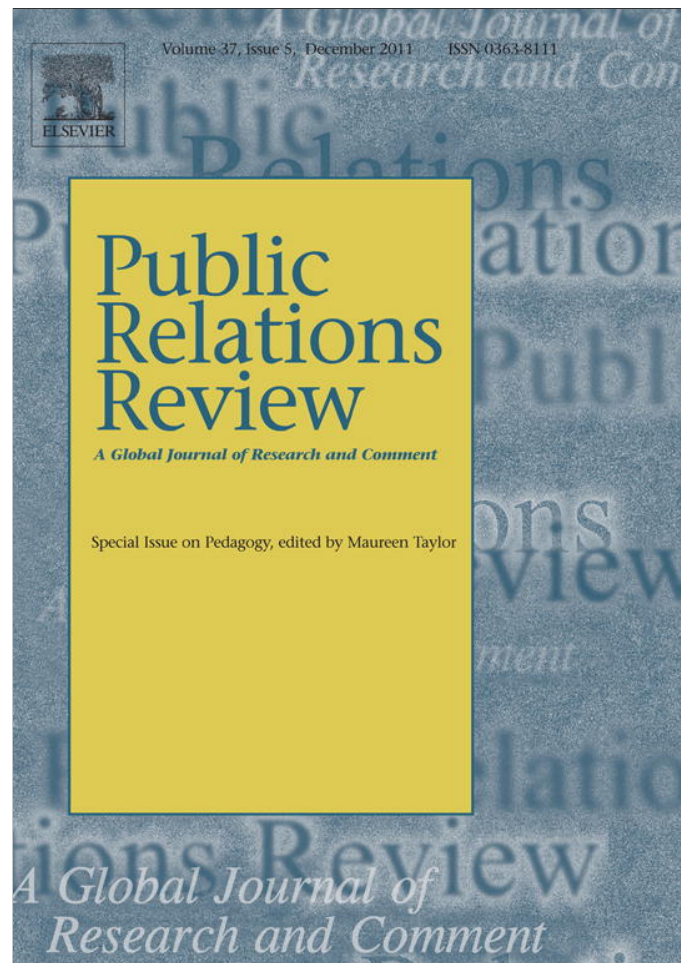


Provided for non-commercial research and education use.
Not for reproduction, distribution or commercial use.



This article appeared in a journal published by Elsevier. The attached copy is furnished to the author for internal non-commercial research and education use, including for instruction at the authors institution and sharing with colleagues.

Other uses, including reproduction and distribution, or selling or licensing copies, or posting to personal, institutional or third party websites are prohibited.

In most cases authors are permitted to post their version of the article (e.g. in Word or Tex form) to their personal website or institutional repository. Authors requiring further information regarding Elsevier's archiving and manuscript policies are encouraged to visit:

<http://www.elsevier.com/copyright>



Contents lists available at SciVerse ScienceDirect

Public Relations Review



How understanding multidimensional diversity can benefit global public relations education

Katerina Tsetsura*

Gaylord College of Journalism and Mass Communication, University of Oklahoma, 395 W. Lindsey St., R. 3000, Norman, OK 73019, USA

ARTICLE INFO

Article history:

Received 15 April 2011

Received in revised form 17 August 2011

Accepted 13 September 2011

Keywords:

Multicultural

Diversity

Education

Identity

Interactional and master identities

ABSTRACT

This essay offers a novice way to look at diversity as a multidimensional concept. Such approach may help to enrich students' understanding and appreciation of one another and can contribute to a more fruitful pursuit of global public relations education among undergraduate and graduate students. Specifically, the essay shows how a multidimensional diversity approach can help students to uncover the complexity of their own identities they may not have been articulating in the past. Addressing multidimensional diversity in the classroom can encourage discussions about the importance of diversity in public relations practice and in the globalized society.

Published by Elsevier Inc.

1. Introduction

My old professor used to say that the students were among their own best teachers. For a long time, I was not sure what he meant by that, but when I became a professor, I realized the meaning of this phrase: I believe one way for our students to learn about global public relations is to understand their own background and identity. If we start with a premise that students can learn from one another, we can enrich our class discussions and find fresh ways to demonstrate how diversity influences global public relations in ways we have not previously considered. This essay argues that diversity should be understood as a multidimensional concept. The goal of this article is not to provide any empirical evidence but rather to discuss the importance of thinking about multiculturalism and diversity as multi-dimensional, complex, and comprehensive concepts that are critical to global public relations. The article builds on existing research on identity to expand our understanding of how teaching multicultural diversity today may affect tomorrow's public relations practice. In order to do so, this essay discusses multiple dimensions of diversity so that future practitioners can understand and appreciate the multifaceted environment in which they live and work. Thinking about diversity from various angles can also shed some light into the development of the field of public relations in the different parts of the USA and around the world.

2. Multidimensional diversity: what it is and why it is important

By multidimensional diversity I mean diversity of truly various kinds—diversity beyond one or two dimensions. I envision diversity beyond demographics of multiculturalism. Traditionally in the USA, we divide groups by race, ethnicity, gender, age, religion, and sexual orientation (although this list is certainly not exhaustive, these are the first dimensions that come to mind). As a result, in the USA for instance, when we think about diversity, we first and foremost think about well-defined

* Tel.: +1 405 325 4184; fax: +1 405 325 7565.

E-mail address: tsetsura@ou.edu

minority groups (e.g., African-Americans, Mexican-Americans, female Muslims, or members of the GLBT community). But how many times we have had conversations with our own students (who are labeled as a minority, e.g., as *Hispanics*, according to the U.S. Census) that Puerto Rican-Americans are not the same as Dominican Republic-Americans and certainly are different from Peruvian-Americans!

In our discussion about diversity, we need to go beyond ethnicity and national heritage: we must consider other ways diversity can be manifested. People can vary by social status, the level of their global awareness, their past and present experiences, their exposure to various cultures, and their ability and desire to assimilate, among other characteristics. Students could also have different levels of intercultural exposure, such as living or studying abroad and traveling to different countries around the world, as well as different professional experiences and cultural assimilations. Being of a different age could have affected one's understanding of the world beyond the simple fact that the person belongs to one generation or one cohort: someone who, for example, grew up under the Communism regime in Eastern Europe but saw the collapse of the regime in her or his own country before coming to the United States to work or study might have a different perspective on the world than someone who immigrated to the USA from a country that has not gone through a political change in recent years.

Understanding multiple dimensions of diversity can bring us closer to our students who, as a group, sometimes can seem to be quite homogeneous at first. Most of the U.S. students, for example, plan to stay in the same region or state after graduating and work for a small or medium-size company near their homes. Few may have aspirations to travel across the United States, much less aspirations to visit other countries. Our students are representatives of the Millennium generation: they are confident, team-oriented, pressured, but at the same time are much more confident than any other generation before them (Donnison, 2007; Wilson, 2004).

So how do we then make diversity relevant and real to these students? How do we get them excited about global public relations practices? Well, if you teach in Oklahoma (or anywhere else in the world), you have to demonstrate *the relevance of diversity* and the importance of global public relations practices by bringing very concrete examples in the classroom. In today's global environment every local organization needs to be global in order to be competitive. According to the 2011 outlook from the International Monetary Fund, the economic growth forecast for the USA is only 2.4 percent whereas the average world output stands at 4.3 percent and the output for emerging and developing economies is estimated at 6.9 percent (International Monetary Fund, 2011). That means that more and more American companies will likely explore foreign markets and will look for potential employees who can understand and appreciate similarities and differences of the global world. As the global market becomes more competitive, many U.S. companies start to grasp the importance of hiring the culturally diverse and globally connected workforce. We need to show our students that even if they plan to stay in one state, like Oklahoma, after graduation, they need to be increasingly aware of the global business connections between Oklahoma and the world. Many of my students, for example, are surprised to learn that in 2010, according to the International Trade Administration of the U.S. Department of Commerce, 35 percent of Oklahoma's total merchandise exports went to Canada, the state's largest market (\$1.9 billion), followed by Mexico (\$432 million), Japan (\$348 million), China (\$243 million), and Russia (\$194 million). And yet local small and mid-size companies, for which my students would like to work one day, account for about 84 percent of all Oklahoma exports (International Trade Administration, Department of Commerce, USA, 2011). Future public relations practitioners will soon be responsible for communicating with increasingly diverse, globalized stakeholders on behalf of the company and will have to distinguish among diverse stakeholders beyond simplistic demographic descriptors.

Finally, addressing multiple dimensions of diversity might help future practitioners to better understand their roles as strategic communicators. Dissecting diversity dimensions may lead to appreciation and comprehension of how public relations has been understood in the past and why to this day it is perceived differently as *a field* and as *a professional practice* in different parts of the world. Our own students might have had unique, different experiences working in the field of public relations or communicating with public relations professionals that shaped their understanding of the field. Each representative of a multifaceted group (e.g., a middle-age Indonesian woman, now living in the USA, who in the past has experienced harassment in the workplace, as many female public relations practitioners in this country do; see Simorangkir, 2011) is part of the group, big or small, which may have a unique view on a certain issue, and sometimes this issue becomes salient in public relations practice. If another public relations practitioner wants to understand and perhaps communicate with members of his or her group, he or she needs to accurately identify and recognize all aspects of diversity that may be applicable to this group. Groups can vary depending on members' cultural assimilation and global interactional experiences. For instance, I know two sisters, whose parents moved to the United States when girls were about 15 years old. Both girls grew up in the Midwest USA but chose to go through different assimilation processes and now are associated with different groups: one considers herself a Belorussian-American, speaks Belorussian and Russian, hangs out with friends from the Russian-speaking community and feels just as American when she is around her American counterparts as Belorussian among Belorussians. Her sister, on the other hand, chose to completely abandon her Belorussian heritage, did not seek any connections with the Belorussian or Russian-speaking community and now barely speaks the language and never associates herself with the Belorussian heritage. The two come from the same family and have identical cultural backgrounds; yet, they are different.

Undergraduate and graduate students come from different cities, regions, states, countries, and continents. The United States public relations education is traditionally considered one of the best in the world (it is beyond the scope of this paper to investigate why this is the case and to address implications of this perception for global public relations). Each

year, hundreds of foreign students apply to graduate public relations programs at U.S. institutions (U.S. Commission on Public Relations Education, 2006). A recent study of public relations education around the world demonstrated that public relations curricula in many countries are still under influence of the U.S. public relations education but often have distinct qualities (Toth, 2009). The dynamic development of global public relations stimulates an increasing interest toward graduate education in public relations among those who want to advance their careers. Universities in many countries (e.g., Australia, Canada, Germany, Singapore, and U.A.E.) look for the best students and faculty around the world to join their programs. Today, recognizing multiculturalism and diversity in global public relations is not only a matter of accommodating diverse ethnic groups and natives of different nation-states in the workplace, but, more importantly, a matter of transforming the ways we practice global public relations through systematic transformation of education (Pompper, 2005; Wakefield & Cottone, 1992).

3. Multidimensional diversity: master characteristics and interactional identities

Although a fair amount of previous research on multiculturalism in public relations exists, the need for multicultural education in public relations is obvious (Sriramesh, 2002). To better understand the nature of the difference, Banks (2000) proposed a social-interpretive approach as a way to interpret why people understand and practice public relations differently in various cultural settings. Pompper (2005) argued for a closer examination of professional curricula in public relations to understand why minority students in public relations perceive the profession differently from others. But multiculturalism in these studies was rarely conceptualized as multidimensional: the vast majority of research concentrated on understanding diversity in relation to ethnicity or a geographically bounded or gender-defined group.

I argue that multiculturalism is clearly a multidimensional concept: today it is no longer enough to talk about communication practices suitable only for different racial, ethnic, gender, religious, or sexual groups. The ethnic group, for instance, is no longer homogeneous; it has become more complex by adding new dimensions: now it will also include the diversity depending on the region in which members were raised, on members' assimilation experiences, on their cross-cultural interactions, their business expertise, their educational background, and their global consciousness and travel experience. These changes not only influence the ways public relations practitioners communicate with each other and with different members of the diverse groups; these changes pave the way to understanding how public relations as a field is perceived by members of various groups. In other words, multidimensional diversity of practitioners may influence how these practitioners define the field and communicate about public relations among themselves and with members of global society, in the United States and in other parts of the world (Tsetsura, 2011). As future and current practitioners talk about themselves, their profession, and their professional experiences, they socially construct the field of public relations and, as a result, determine what global public relations is and will be in the future. This difference may in part explain why some African-American students, for example, might feel isolated from the mainstream public relations practice while others are well connected and believe they are successful.

When we talk about diversity in public relations, we first must consider what kind of diversity we imply. Here, I offer two sets of dimensions for understanding and analyzing multifaceted diversity in public relations. They are not all-inclusive by any means; rather, they provide a solid basis for understanding the multidimensional nature of diversity. The first set of dimensions is, so to speak, given: these are one's *master characteristics*, or master identities, according to Tracy (2002), such as age, gender, ethnic background, and a dominating culture, a culture with which a person identifies first and foremost and considers his or her *native*. It can also include cultural traditions in which the person was raised and first educated. These traditions and viewpoints are usually formed through parental and societal influence (positive or negative) and through accepting or rebelling against such influence. Dominating culture characteristics can differ depending on someone's ethnic background: for instance, a person of a Romanian origin raised and educated in Moldova, might consider herself a Moldovan, not Romanian, first and foremost. However, understanding her Romanian ethnic background could sometimes help to explain and analyze her communication choices and worldview.

The second set of dimensions is interactional by nature and can be loosely related to what Tracy (2002) called *interactional identities*. It seems that, when we talk about diversity, we often forget about these interactional dimensions although they are essential in understanding differences and embracing diversity. Today, it is not enough to say that someone is Pakistani-American. In order to understand someone's *identity*, we need to know so much more about that individual: where he or she grew up; to what extent family traditions were exercised and ethnic heritage was embraced; what social status his or her family has had in Pakistan and which status the family has now in the USA; whether cultural assimilation influenced his or her ethnic and other master identities and if so, to what extent; what educational opportunities he or she has had in Pakistan and has in the USA; where and how this individual was educated (here we mean both secondary and higher education); who are the people with whom this individual has interacted in the past and interacts now on a regular basis; how much traveling this individual has done, to which places this individual has been, and where he or she has lived. The more interactional and cultural experiences the individual has, the richer his or her own identity might be.

Interactional and cultural experiences, particularly the extent of cultural assimilation and the presence (or absence) of global experience, among the U.S.-based practitioners (and members of society at large) rarely get attention in the research literature on diversity (Eick & Valli, 2010; Tabuce, 2010; Wang, Huang, Huang, & Wang, 2009), with the most literature published in the field of intercultural communication (Jandt, 2004; Urban & Orbe, 2010). Discussions about these aspects of diversity rarely appear in public relations research. However, multiple dimensions are central for understanding how

diverse a contemporary classroom really is: each year, institutions across the United States get an impressive number of international exchange students; accept children of the first-wave immigrants, and have a good number of domestic students with increasingly diverse backgrounds and globalized worldviews, who traveled extensively and are well-informed about the world around them.

Of course, not every student has such experiences, but continuous exposure of students to the world beyond one city, one state, and one country and the growing interest and commitment to study abroad programs in many universities around the world will influence the way how students think about global public relations. For instance, the Erasmus program, one of the most successful European university exchange and study abroad programs, allows European students to spend a semester or a year in another country taking classes and connecting with their counterparts across Europe. This study abroad experience brings together in one classroom students from different countries, with various educational and cultural backgrounds. It also makes students appreciate different points of view, discuss communication challenges, and reflect on how one's perceptions of everyday activities can change as the person gets exposed to life outside his or her own country.

For several years, I have been teaching a summer course on global public relations to students from the U.S.A. and countries of the European Union through the SPICE summer study abroad program at the University of Erfurt in Germany (SPICE stands for Summer Program in Communication at Erfurt). I have had a wonderful opportunity to see how students from the United States change their views on the world around them as they travel within Europe. They are exposed to the world around them, and their interactional identities are formed as a result of this study abroad experience. While for the vast majority of U.S. students SPICE is the first study abroad experience, most of my German students have completed at least one study abroad before SPICE (an exchange through the Erasmus program, communication internship, apprenticeship, or high school exchange program). Often German students could clearly articulate the differences in public relations theory and practice and reflect on variety of meanings whereas U.S. students at first had a difficult time reflecting on the realities of global public relations practices and connecting them with their first study abroad and travel experiences. One time a U.S. student, who just visited Rome for the first time over the weekend, mentioned how surprised she was that the service at restaurants and hotels was not as good as she would have expected and that she did not feel appreciated as a tourist. She concluded it was odd that in Italy, which was recently ranked number eight out of 181 countries in the world in the absolute size of travel and tourism's total contribution to GDP (according to the [World Travel and Tourism Council, 2011](#)), tourists like her received such a bad service. "They make money on tourists so why don't they treat them nicely?" she asked. Another German student responded that she herself visited Italy on the number of occasions and that she has learned from her Italian friends that Italians believe any tourist who gets to Italy should already feel lucky that she or he is in this wonderful and beautiful country, and thus a superb restaurant service at a touristy place becomes somewhat irrelevant when you are there to enjoy the beautiful view of the major sights in Rome. As tourism becomes one of the growing industries in which public relations practitioners work around the world ([PRSA Travel and Tourism Section, 2011](#)), this example illustrates how being exposed to the views of others can help students to think differently about the world around them and how priorities can be understood and perceived differently.

An individual with a complex master and interactional set of dimensions can contribute to the multidimensional diversity discussions in many ways by telling stories about own rich, comprehensive experiences and by sharing thoughts and ideas from his or her unique perspective. In practice, the student, who can recognize multiple dimensions of diversity, will see activities, assignments, case studies, client's challenges, and public relations issues in a different light and will be able to contribute his or her unique perspective to enrich any discussion or to provide new ways of thinking about the issue. The next section presents specific ideas how the instructor can motivate students to engage in discussions about multidimensional diversity.

4. Ways to discuss multidimensional diversity in the classroom

Interactional identities are, in my view, the most interesting ones because they help us to understand and to analyze diversity in public relations education and, more importantly, to recognize diversity in global public relations practice. For instance, discussing how public relations roles and functions are understood in different parts of the world may provide a basis for a continuous dialogue about the nature and the essence of modern public relations with students who have opposing or conflicting understandings of public relations.

The following exercise, aimed at analyzing interactive identities, can help the instructor to engage those students who are traditionally viewed as members of a minority in the classroom. In the beginning of the class, the instructor introduces the idea of multidimensional diversity, as presented in this article, and engages students in thinking about different sets of dimensions by sharing specific personal examples of how he or she came to realization and manifestation of own master and interactional identities. Personal examples are particularly vivid as they help students to connect with the instructor and may allow the instructor to express identity in nonconventional ways, for instance, through folk singing and dancing ([Tsetsura, 2010](#)). After the instructor discussed his or her master and interactional identities with students as a way to understand the concept of multidimensional diversity, he or she engages students in discussions about multidimensional diversity by asking them to come up with their own examples of interactional identities. To stimulate the classroom discussion, the instructor can start with the following questions: (1) We all come from different families, and even if we grow up in the same town, we might have had different hobbies and experiences. Think back to one such hobby or experience and share it with us: what is it that we should know about you in order to understand who you are? Why did you choose

this particular experience? How does it define you, if anyhow? (2) Think back to your first encounter with a person who was different from you in some way but who has made an impact in your life. What do you remember most about this person? In what ways has this person's worldview affected yours? (3) If you had an internship or worked in public relations, what were your first perceptions of the field of public relations? Who influenced your perception of the field the most and why? (4) Recall one of your first conversations with your parents about your public relations major. How did you explain to your parents what you study? Now, think how could that explanation have affected your parent's perception of the field of public relations? What would you tell your parents about public relations now? (5) If you ever traveled to another country, how, if any, did your perception of the world change? Did your travel change you in some way and, if so, how?

During the discussion, the instructor needs to make sure that he or she continuously participates in conversation by connecting students' experiences back to the ideas of multidimensional diversity and differences within master identities, pointing out that those who were born and raised in the same town or region and who share same or similar demographic and perhaps psychographic characteristics, could still have different worldviews and unlike experiences that shape and define who they are.

At the end of the class period, the instructor invites students to reflect on multidimensional diversity discussions by completing an individual writing assignment at home (perhaps, an essay titled "Who I am really: my multidimensional identity"). In the essay, students should pay particular attention to discussing both sets of dimensions, master and interactional, that may have defined them. Next time, students are asked to share their written ideas in class, voluntarily. Not everyone might feel comfortable sharing personal stories with others; however, I found that students are much more likely to share their narratives if the instructor shares his or hers first.

For instance, I share with my students that I (born and raised in the former Soviet Union) often feel much more Russian when I live in the USA than when I go back to Russia. Here in the USA, everyone notices my accent and asks me questions about Russia, mostly about Russian weather and sport, even though now I know just as much, if not more, about American football than soccer (or real football as my study abroad students like to say), arguably the most popular Russian sport. In Russia, I can speak with no accent but my view on life is now different, and my long-time Russian friends refer to my opinions and my smile as their proof that I have now become "too optimistic to be a true Russian." I use this example to illustrate how both master and interactional identities are intertwined and to enrich discussion about multidimensional diversity, diversity beyond ethnicity.

Discussions about personal understanding of own multidimensional diversity in the classroom can serve as a starting point for discussions about multidimensional diversity in the workplace in global public relations. Allowing students to express who they are in the classroom will help the instructor to find a common ground with students and to demonstrate the complexity of the concept of multidimensional diversity as it relates to global public relations practices, from a variety of perspectives.

Identifying and addressing master characteristics and interactional identities can also help to engage in conversations those students who have had limited experience or no prior experience in public relations and who are shy to participate in class discussions. Discussing multidimensional diversity may help some students, who feel isolated for different reasons or have a hard time connecting with others in the class, to participate in discussions. Most importantly, discussing multiple dimensions of diversity can stimulate dialogue about diversity in the homogeneous classroom, in which differences are not obvious or are not easily recognized. Multiple dimensions allowed us to then address the important differences in race, age, and gender by first addressing the differences in various assimilations, such as cultural upbringing, education, and family traditions.

The concept of multidimensional diversity also helps us to realize that our exposure to prior notions about public relations practices, previously constructed ideas about the field of public relations (influenced by personal practices in public relations, by opinions of influentials about the field, or by pop culture stereotypes), and cultural upbringing as well as the level of cultural assimilation, will influence how current and future public relations professionals define the field of public relations. One of my former students once told me a story how her understanding of the field of public relations has changed from a view on public relations as an applied technical communicative practice for reaching out to customers (the view that she had at the time she worked in marketing in Eastern Europe several years ago) to a view on public relations as a long-term comprehensive communication that allows groups and organizations to be presented in the public sphere of ideas to legitimize their existence in society (the view she held at the time she graduated with her Master's degree in communication and public relations).

Looking closer at who we are will help us to understand that the way how we perceive public relations as a *field* and as a *professional practice* today may well be influenced by our perceptions of public relations in the past. One way to reach this realization is to explore what kinds of different experiences we had when we worked in the field of public relations and how our previous *encounters and communications* with professionals in public relations and in other disciplines may have influenced our contemporary thinking about the field. My student was exposed to negative stereotypes about public relations long before she came to her Master's program. That is why she found studying public relations particularly intriguing and rewarding as at first she had very little knowledge about the field beyond simplistic understanding of public relations as a marketing tool and publicity. But because she shared her pre-existing perceptions of the field with me in the classroom, I was able to successfully juxtapose these outdated perceptions of public relations with modern understanding of public relations practice in the 21st century.

5. Conclusion

This essay introduced a concept of multidimensional diversity as a way to re-conceptualize how the issue of diversity can be discussed in the contemporary classroom in relation to global public relations practices. I argue that understanding differences in terms of *master* characteristics and *interactional* identities (Tracy, 2002) can help today's students, representatives of the Millennial generation, to connect with the instructor as well as with one another, and most importantly, can help students to realize the importance of understanding differences beyond traditional views on diversity in terms of race, age, and gender. In no way this essay is an attempt to minimize those differences: I believe it is crucial for our students to recognize and reflect on these differences in our *master* characteristics. However, I argue that it is extremely important to look beyond one dimension of diversity. When we try to understand how we are similar to one another and at the same time different from one another, we must consider our different levels of intercultural engagement, such as traveling, studying, and living abroad, global experiences, and various cultural assimilations.

Specifically for students of public relations, recognizing multiple dimensions of diversity is crucial because such understanding will provide a good insight into how global public relations operates and is practiced. Understanding diversity beyond race, ethnicity, age, and gender may help to discover why public relations practitioners succeed or fail when they utilize similar campaign strategies in different countries around the world. People are exposed to a variety of experiences, but the diversity among both public relations practitioners and stakeholders can and should be explained not only in terms of master characteristics, but also in terms of interactional identities. This approach will help us to reach beyond simplistic descriptions of our stakeholders as "Hispanic women between ages 25 and 40." Identifying multiple dimensions of diversity will allow our students, future public relations professionals, to experience diversity *up close and personal* and appreciate the diversity even if at first they were indifferent to the idea of otherness.

Dissecting multiple dimensions of diversity can help to create or adapt diversity-conscious curricula, to evaluate the effectiveness of global public relations, to examine the hidden curriculum (Makoul, 1998; Oseroff-Varnell, 1998) in public relations, and to understand the dynamic of female public relations practitioners' experiences (Andsager & Hust, 2005), among others. Thus, professors who want to introduce their students to contemporary issues of public relations should include this analysis of multiple dimensions of diversity into their discussions.

References

- Andsager, J. L. & Hust, S. J. (2005). Differential gender orientation in public relations: Implications for career choices. *Public Relations Review*, 31, 85–91.
- Banks, S. P. (2000). *Multicultural public relations: A social-interpretive approach* (2nd ed.). Ames, IA: Iowa State University Press.
- Donnison, S. (2007). Unpacking the Millennials: A cautionary tale for teacher education. *Australian Journal of Teacher Education*, 32, 1–13.
- Eick, C. & Valli, L. (2010). Teachers as cultural mediators: A comparison of the accountability era to the assimilation era. *Critical Inquiry in Language Studies*, 7, 54–77.
- International Monetary Fund. (2011, January). *World economic outlook update: A policy-driven, multispeed recovery*. Retrieved from <http://www.imf.org/external/pubs/ft/weo/2010/update/01/index.htm>
- International Trade Administration, Department of Commerce, USA. (2011, February). *Oklahoma: Exports, jobs, and foreign investment*. Retrieved from <http://www.trade.gov/mas/ian/statereports/states/tg.ian.002748.asp>
- Jandt, F. E. (2004). *An introduction to intercultural communication: Identities in a global community*. Thousand Oaks, CA: Sage.
- Makoul, G. (1998). Communication research in medical education. In L. D. Jackson, & B. K. Duffy (Eds.), *Health communication research: A guide to developments and directions* (pp. 17–36). Westport, CT: Greenwood Press.
- Oseroff-Varnell, D. (1998). Communication and the socialization of dance students: An analysis of the hidden curriculum in a residential arts school. *Communication Education*, 47, 101–119.
- Pompper, D. (2005). Multiculturalism in the public relations curriculum: Female African American practitioners' perceptions of effects. *The Howard Journal of Communications*, 16, 295–316.
- PRSA Travel and Tourism Section. (2011). *Official webpage*. Retrieved from <http://www.prsa.org/Network/Communities/Travel/>
- Simorangkir, D. (2011). The impact of the feminization of the public relations industry in Indonesia on communication practice. *International Journal of Strategic Communication*, 5, 26–48.
- Sriramesh, K. (2002). The dire need for multiculturalism in public relations education: An Asian perspective. *Journal of Communication Management*, 7, 54–70.
- Tabuce, B. (2010). Les enjeux de la médiation et de la médiatisation des cultures populaires: le multiculturel et l'interculturel en question(s)—théorie et expériences de terrain [The issues of the mediation and media coverage of the popular cultures: The multicultural and the intercultural in question(s)—Theory and field experiences]. *Romanian Journal of Journalism and Communication*, 5, 39–48.
- Toth, E. L. (2009, October). *Global graduates: Examining PR education around the world*. *Public Relations Tactics*. Retrieved from <http://www.prsa.org/Intelligence/Tactics/Articles/view/6C-100908/1001/Global.Graduates.Examining.PR.education.around.the>
- Tracy, K. (2002). *Everyday talk: Building and reflecting identities*. New York: Guilford.
- Tsetsura, K. (2010). Performing thyself: Sparking imagination and exploring ethnic identity. *The Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 6(1). Retrieved from <http://escholarship.org/uc/item/974542b5>
- Tsetsura, K. (2011). Is public relations a real job? How female practitioners construct the profession. *Journal of Public Relations Research*, 23, 1–23.
- Urban, E. L. & Orbe, M. P. (2010). Identity gaps of contemporary U.S.: immigrants: Acknowledging divergent communicative experiences. *Communication Studies*, 61, 304–320.
- U.S. Commission on Public Relations Education (2006). *The professional bond: Report*. Retrieved March 26, 2008, from <http://www.commpred.org/report/>.
- Wakefield, G. & Cottone, L. P. (1992). Public relations executives' perceptions of disciplinary emphases important to public relations practice for the 1990. *Public Relations Review*, 18, 67–78.
- Wang, W.-C., Huang, T., Huang, S.-C. & Wang, L.-J. (2009). Internet use, group identity, and political participation among Taiwanese Americans. *China Media Research*, 5, 47–62.
- Wilson, M. E. (2004). Teaching, learning, and Millennial students. In M. D. Coomes, & R. DeBard (Eds.), *Serving the Millennial generation* (pp. 59–71). San Francisco: Jossey-Bass.
- World Travel and Tourism Council (2011). *The 2011 Italy economic impact report*. Online document retrieved from. <http://www.wttc.org/eng/Tourism.Research/Economic.Research/Country.Reports/Italy/>.