

A Professional's Guide to Guest Lecturing

**What corporate communicators need to know about
sharing their life experience with tomorrow's leaders**

By Tom Martin
Executive in Residence
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The College of Charleston

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www.instituteforpr.org

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Introduction: the classroom needs you

If you ask most successful people to name the five most influential people in their lives, chances are one of the five will be a teacher. For many, a teacher will be among the three greatest influencers; and for some a teacher will have been the single most influential person. The fact is, teachers change lives.

Why is this? There are a host of reasons. Teachers encounter us when we are very impressionable. They offer points of view—sometimes powerful ones—that are distinct from those of our parents. Teachers occupy positions of authority, and while some of us may balk at this we are also inevitably shaped by it.

But there's a problem. Many educators have spent most of their adult lives in the academy. They have earned multiple degrees in their field of study. They are often at the top of the charts in intellectual ability. But in many cases they have spent very little time applying their impressive knowledge in day-to-day practice. While there are countless examples of academics who have begun their careers in corporate, government or non-profit jobs, the majority of teachers—particularly those with advanced degrees—have

spent the bulk of their time in education.

And that's where you come in. You have something that even the wisest theoreticians often lack: real world experience. As a leader in corporate communications and public relations, you have held your place at the decision-making table. You have faced almost insurmountable threats to your organization's very survival. You have developed strategies on which its future depended. You have had to sit down across the table from an employee and deliver the tough news that he or she is no longer needed.

You know what it takes to get hired, to move up the career ladder, to earn the respect of your peers, your employees, and your boss. And the knowledge that you have—from direct experience—is a gold mine for the thousands of students sitting in college classrooms throughout the United States and the world. The demand for this knowledge is truly insatiable.

But as with many issues of supply and demand, there is a barrier that inhibits the transfer of this knowledge. The barrier is simply a lack of understanding by those who possess

this practical knowledge—namely you—about how to go about sharing it in classroom settings. It's as if you have entered a world in which those around you are dying of thirst and you are uncertain of how to share the full canteen strapped to your waist.

Here's the good news. The process of getting involved in the academic world is straightforward, rewarding and relatively painless. As with any new activity there are a few practical suggestions that can facilitate your

entry into this world and enhance your effectiveness as a teacher. The purpose of this booklet is to provide you with recommendations drawn from both academics and practitioners that will inspire you, educate you and prepare you for participation in the essential work of educating the next generation.

The need is great. The rewards are plentiful. The ability to influence outcomes in the lives of these students can be profound.

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—from direct experience
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for students

Getting started

When I speak to colleagues who have long careers in corporate communications and public affairs, I am often surprised to hear them say that while they are willing to speak to college students, they aren't sure they could offer anything of value. Others tell me that they would like to try guest lecturing but they have no idea where to begin.

Let's be clear, not every successful practitioner will necessarily be an effective teacher. Some won't enjoy the experience of being surrounded by dozing kids in baseball caps and sweat-shirts. But make no mistake, virtually everyone who has made significant contributions in the communications field has something meaningful to share with these students. They often struggle to make sense of the theories they are studying; they yearn for real world examples of how these theories play out at critical moments. Your own work experiences provide the context they so desperately need to make the connection between the words in their textbooks and the reality they soon will be facing.

So let's assume you accept the notion that your life experience might be worth sharing with students. Where do you begin?

As with any new venture, you start by finding a market for your ideas. You can do this in a number of ways. Take stock of the colleges and universities in your local community that offer communications, public relations and business management programs. Make contact with the deans or department chairs in relevant areas, which might include Communication, Journalism, Public Relations or similar fields of study. In business schools, you might consider approaching the Management or Marketing department chairs if the school doesn't specifically have a Business Communication program.

Talk to academic members associated with professional associations to which you belong. The Arthur W. Page Society, the Institute for Public Relations and the Public Relations Society of America all have strong cadres of academic representatives who would be glad to steer you in the right direction.

You should be prepared to submit a resume that highlights your professional accomplishments and that provides a sense of areas in which you could contribute in the classroom. Be sure to include speeches and presentations you have made to external

audiences. If you have academic references include these as well.

Your involvement in the academic world can take a number of different career tracks. The best way to get your toe in the water is through guest lecturing. As a guest lecturer you visit a single class and present information that draws on your experience and relates it to material the class is currently studying. Sometimes guest lecturers will appear as members of panels, which makes the process even easier.

Some enjoy guest lecturing so much they decide to pursue even more

committed roles. Most universities employ adjunct faculty members to complement roster faculty who are either already tenured or in pursuit of tenure. Adjunct faculty members usually hold masters degrees though this is not always required. Adjunct faculty positions rarely provide benefits and stipends or salaries are well below those of tenure-track faculty, but many choose this path as a way of increasing their engagement with a college and expanding their impact with students.

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is through guest lecturing

Developing content

Once you have made contact with a college and indicated your interest in becoming a guest lecturer, you should begin thinking about content for future presentations. Clearly the starting point for developing this content is your own individual expertise. Think about crises you have managed, communications strategies you have developed and implemented, successful campaigns you

have led. Students want more than locker room war stories, but they are engaged by examples that illustrate turning points, conflict and resolution.

One way to get a feel for what is being presented in the classroom is to ask for a copy of the curriculum for the major or specialization in which courses of interest to you are being taught. This document will provide

you with a bird's eye view of the entire program, required courses, and sequence of study. (In most cases you can also review this information on the college's web site.) Knowing the sequence of courses being taught will provide a necessary context for reviewing specific syllabi and will allow you to better target your presentations to course subjects and students' knowledge.

A syllabus describes in detail the objectives for a course, student expectations, course schedule, the testing and grading process and all other relevant information pertaining to the course. In some ways it serves as a contract between the professor and the students, spelling out the commitments the professor is making and the expectations the student must satisfy. For a guest lecturer, the syllabus becomes a useful road map of the course that can be used to better target a presentation so that it blends well with the rest of the semester. Syllabi can often be found on university web sites, often linked to specific faculty members who are teaching the course in a given semester.

Students love to hear about case histories (or, in business schools, case studies). When presenting a case from your own experience, try to engage students by presenting only a

portion of the case and then asking students what path they would take to address key issues. You can find examples of case histories on both the Arthur W. Page Society web site www.awpagesociety.com and the Institute for Public Relations web site www.instituteforpr.org.

You can also find useful information on the public relations division web sites at AEJMC www.ajejmc.org, the National Communications Association www.natcom.org, and the PRSA Educator's Academy www.prsa.org/networking/sections/ea/index.html. If you would like to enhance your teaching skills, Harvard Business School Publishing has a two-day course on Participant Centered Learning and the PRSA Educator's Academy offers several "Learning to Teach" workshops each year.

There are a host of excellent books on the subject of teaching. One of my favorites is *What the Best College Teachers Do* by Ken Bain. Another is *The Adjunct Professors' Guide to Success* by Richard E. Lyons, Marcella L. Kysilka, and George E. Pawlas. PRSA has also published a useful book called *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator*.

Your day in class

When you are preparing for your first guest lecture, it is important to establish learning objectives for your presentation. You can determine the course objectives from the faculty member as well as any specific lecture outcomes he or she is hoping to achieve. You should have in mind a target outcome you would like to achieve with the students. Perhaps you would like them to walk out of the class with a clear understanding of a particular strategy you used to confront a tough issue. Maybe you would like them to remember the key components of an effective crisis response plan.

As you develop your presentation, keep the focus on the student, rather than yourself. The purpose of a guest lecture is not to provide a platform on which you can perform. Instead you are there to help the student gain the knowledge needed to practice in the real world. Anecdotes are fine, but you should blend them with theories. You can provide useful insights on what works and what doesn't and then connect this to the theories the students are being taught.

It's always a good idea to do a little research in advance about the students you will be addressing. You can learn

a great deal about them from the faculty member in whose class you will be speaking. Try to find out how much they already know about the field and about the specific topic you will be covering. Just as with any presentation, the more you know about the audience the better prepared you will be to connect with them.

Throughout your presentation you should find ways to encourage student interaction. Though it may be called a guest "lecture" it should be instead be more like a conversation with the students. If you do all the talking, you will have missed a valuable opportunity to hear what's on the students' minds and how well they have received your message.

There are many ways to get students to talk. One is to call on them by name ("Don, would you say the author's view of public relations is largely media relations or does she see the practice as something more?"). Then you can ask for the view of other students. Another approach is to use techniques that encourage interaction ("Sara, would you paraphrase what Mary just said? I want to be clear that we're all on the same page. Is that what you meant Mary?").

Bring examples of your work, especially video clips, since today's generation of students has spent an enormous amount of time in the *YouTube* space. Most classrooms are equipped with internet access so that you can access video from the web as well. While you should feel free to use PowerPoint, be sure to follow the advice of all presentation experts and use the visuals to illustrate your lecture not replace it. If you deliver your presentation in

too much detail on slides, the students may think, "Why doesn't he just give us a handout to read?"

Be honest with the students. Admit the mistakes you've made; describe the lessons learned and how these were subsequently applied. You will gain the respect of your students if you paint a realistic picture of the industry and your career in it, rather than a rosy portrayal that doesn't ring true.

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Evaluating your effectiveness

Most of us welcome honest feedback when we start something new. While there is not a uniform scorecard to use in evaluating how well you did in the classroom, you can seek feedback from a number of sources. First, ask the professor in whose class you spoke for an honest appraisal of what you can do to improve. Avoid putting

the professor on the spot. Don't ask "How did I do?" Instead, phrase the question in a more open-ended way: "How do you think I can be more effective?" or "What are some areas in which I need more practice?"

One measure is straightforward: does the faculty member or department chair want you to return? Are they

interested in an even broader role for you? Some schools and departments of journalism and communication have implemented advisory councils made up of practicing professionals. These councils serve as sources of new information for students and faculty members; you may be asked to join one of these councils.

You can also judge your effectiveness to some degree by the amount of student interaction while you are in the classroom. Students are often reluctant

to ask questions of people in leadership positions. They fear sounding naïve or uninformed. Put them at ease by listening carefully to their questions and avoiding sounding judgmental in your responses. If the class runs out of questions, turn the tables and ask them for their ideas. You might even ask them, based on their own experience, to share this with the class, possibly even teach a segment of the class based on what they do now or have done in the past.

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by listening carefully
to their questions and avoiding
sounding judgmental
in your responses

After class: responding to student inquiries

Some students in your class will be bold enough to reach out to you after your lecture to ask a follow up question. You should take this as a very positive sign that you have connected with these students. Students may

request a business card and send an e-mail question. Your timely response will be truly appreciated. But be measured in how you respond; students may see your interest as a commitment even if you don't intend it this way.

Fostering internship experiences

In some cases students will inquire about potential internships. If you are in a position to facilitate student internships, at your own company or one in which you have contacts, ask the student to send a packet that includes their resume, writing samples and other materials that demonstrate their capabilities. You are under no obligation to make an offer, but if you can at least offer students a chance to be considered you should do so. In addition, most colleges have career service departments. You may want to check with them in advance about what they can do to assist you in responding to student requests.

Some students, especially graduating seniors, may also ask about job opportunities after graduation. You should be prepared with a diplomatic response and your appearance in the classroom should not be confused with a recruiting effort. What students need most are honest recommendations on how to prepare for the job market. They will benefit greatly from knowing the qualities that you seek in a new applicant as well as the keys to your own success. But don't let this part of the discussion pre-empt your other important messages.

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on how to prepare
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Becoming a mentor

In addition to classroom teaching, you can help students in other significant ways. One of these is mentoring. Some colleges and universities offer formal mentoring programs, either through advisory councils or independently. In these programs you are matched with an individual student for a period of time, usually a year, to offer advice and counsel to the student on course selection, career alternatives, resume preparation and interviewing skills. While students are the principal beneficiaries of these relationships, most mentors find them very rewarding as well. If you are unable to find a formal mentoring program that fits, you can informally mentor students you meet through classroom visits. I

have found that a handful of students will follow up after guest lectures with e-mail inquiries or requests for meetings. Usually they are simply looking for answers to a few key questions and the time invested is manageable.

There are close to 300 chapters of the Public Relations Students Society of America (PRSSA). These chapters offer communication students opportunities to learn more about the profession, participate in events and hear from leaders in the field. If there is a PRSSA chapter at a college near you, you can serve as a speaker or adviser to the student members. More information can be found on PRSSA's web site, www.prssa.org.

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through classroom visits

Is it worth it?

Recently I received a phone call from a protégé I had formally mentored at the College of Charleston. We had been matched in the mentoring program and I had met with her several times to review her progress in school and offer my thoughts on her preparation for internships and potential job interviews. In the course of our relationship, I had put her in touch with several colleagues whom I thought could also be helpful to her. She had traveled several hundred miles to meet with one of these colleagues who taught at another university. He was able to put her in touch with a contact who worked in the tennis industry, an area in which she had particular interest.

She called to tell me that she had gotten her first job and she would begin work the month after graduation. The contact that my friend gave her turned out to need someone with her particular skills and background. My protégé informed me that her call to

me was the second one she had made that morning, after first calling her parents to let them know the good news. Needless to say, that made my day.

The real payoff for investing the time and energy it takes to serve as a guest lecturer, adjunct faculty member or mentor is the knowledge that in a very direct way you are helping change lives. These changes may be small and incremental, but they make a difference in the lives of the young men and women who will lead our profession in the future.

Your level of involvement is totally yours to control. But if you're like many, myself included, you may well find that you enjoy the experience so much you want to do more. And believe me, there is an unlimited demand for the talent, wisdom and insight you bring.

A journey of a thousand miles begins with the first step.

Good luck!

there is an unlimited demand
for the insight you bring

Appendix: ACEJMC

The Accrediting Council on Education in Journalism and Mass Communications, or ACEJMC, is the agency responsible for the evaluation of professional journalism and mass communications programs in colleges and universities. ACEJMC accredits 112 programs in journalism and mass communications at colleges and universities in the United States and one at a university outside the country. ACEJMC does not rate units or put them in any rank order. The listing of a unit as accredited indicates

that the unit has been judged by ACEJMC to meet its standards. That judgment is rendered after a self-study prepared by the faculty and administration of the unit and an independent evaluation of the unit by educators and practitioners.

There are many quality programs that do not have ACEJMC accreditation, some choosing not to pursue the accreditation for a wide variety of reasons. The following list of accredited programs may provide a starting point for those interested in guest lecturing.

a starting point for those
interested in guest lecturing

ACEJMC accredited programs

ALABAMA

Auburn University, Department of Communication and Journalism, Auburn, AL 36849-5206; Mary Helen Brown, chair. [Journalism; Public Relations; Radio-Television-Film] B.A. Journalism; B.A. Mass Communication; B.A. Public Relations. (2006)
Tel.: (334) 844-2727. Fax: (334) 844-4573.
E-mail: brownm8@auburn.edu

University of Alabama, College of Communication and Information Sciences, Box 870172, Tuscaloosa, AL 35487-0172; Loy Singleton, dean. [Advertising and Public Relations; Journalism; Telecommunication and Film] B.A. Communication & Information Sciences; M.A. Communication & Information Sciences. (2003)
Tel.: (205) 348-4787. Fax: (205) 348-3836.
E-mail: loy.singleton@ua.edu

Jacksonville State University,

Department of Communication,
Pelham Road North, Jacksonville,
AL 36265-1602; Kingsley O. Harbor,
head. B.A. Communication. (2008)
Tel.: (256) 782-5083. Fax: (256) 782-8175.
E-mail: kharbor@jsu.edu

ALASKA

University of Alaska Anchorage,

Department of Journalism and Public
Communications, 3211 Providence Drive,
Anchorage, AK 99508; Fred Pearce,
chair. B.A. Journalism and Public
Communications. (2008)
Tel.: (907) 786-4180. Fax: (907) 786-4190.
E-mail: fpearce@jpc.alaska.edu

University of Alaska Fairbanks,

Department of Journalism, P.O. Box
756120, 101 Bunnell, Fairbanks, AK
99775-6120; Charles Mason, chair.
B.A. Journalism. (2003)
Tel.: (907) 474-7761. Fax: (907) 474-6326.
E-mail: c.mason@uaf.edu

ARIZONA

Arizona State University, Walter Cronkite
School of Journalism and Mass Communi-
cation, 555 North Central, Ste. 302,
Phoenix, AZ 85004; Christopher
Callahan, dean. B.A. Journalism;
M.M.C. Mass Communication. (2005)
Tel.: (602) 496-5555. Fax: (602) 496-7041.
E-mail: christopher.callahan@asu.edu;
(undergraduate) cronkiteinfo@asu.edu;
(graduate) masscomm@asu.edu

University of Arizona, Department of
Journalism, P.O. Box 210158B, Tucson,
AZ 85721-0158; Jacqueline Sharkey, head.
B.A. Journalism. (2006)
Tel.: (520) 621-7556. Fax: (520) 621-7557.
E-mail: journal@email.arizona.edu

ARKANSAS

Arkansas State University, College of
Communications, P.O. Box 540, State
University, AR 72467-0540; Russell E.
Shain, dean. [Journalism, Radio-Television]
B.S. Journalism, Radio-TV. (2003)
Tel.: (870) 972-2468. Fax: (870) 972-3856.
E-mail: comm@astate.edu

University of Arkansas, Walter J. Lemke
Department of Journalism, Fayetteville,
AR 72701-1201; Patsy Watkins, chair. B.
A. Journalism. (2004)
Tel.: (479) 575-3601. Fax: (479) 575-4314.
E-mail: pwatkins@uark.edu

CALIFORNIA

California State University, Chico,
Department of Journalism, 207 Tehama
Hall, Chico, CA 95929-0600; Glen L.
Bleske, chair. B.A. Journalism. (2004)
Tel.: (530) 898-4779. Fax: (530) 898-4839.
E-mail: gbleske@csuchico.edu

California State University, Fullerton,
Department of Communications, 2600
Nutwood Ave., College Park 400,
Fullerton, CA 92834; Anthony Fellow,
chair. B.A. Communications. (2003)
Tel.: (714) 278-3517. Fax: (714) 278-2209.
E-mail: afellow@fullerton.edu

California State University, Northridge,
Department of Journalism, 18111
Nordhoff St., Northridge, CA 91330-
8311; R. Kent Kirkton, chair. B.A.
Journalism. (2004)
Tel.: (818) 677-3135. Fax: (818) 677-3438.
E-mail: kent.kirkton@csun.edu

San Francisco State University,
Department of Journalism, 1600
Holloway Avenue, San Francisco, CA

94132; Venise Wagner, chair. B.A. Journalism. (Provisional 2008)
Tel.: (415) 338-1689, ext. 2663.
Fax: (415) 338-2084.
E-mail: vwagner@sfsu.edu

San Jose State University, School of Journalism and Mass Communications, San Jose, CA 95192-0055; William Briggs, director. B.S. Journalism; B.S. Advertising; B.S. Public Relations; M.S. Mass Communications. (2008)
Tel.: (408) 924-3249 or (408) 924-3240.
Fax: (408) 924-3229.
E-mail: bbriggs@casa.sjsu.edu

University of California at Berkeley, Graduate School of Journalism, 121 North Gate Hall #5860, Berkeley, CA 94720-5860; Dianne M. Lynch, dean. M.J. Journalism. (2006)
Tel.: (510) 642-3383. Fax: (510) 643-9136.
E-mail: nhenry@berkeley.edu

University of Southern California, School of Journalism, Annenberg School for Communication, 3502 Watt Way, ASC 303, Los Angeles, CA 90089-0281; Michael Parks, director. B.A. Broadcast Journalism; B.A. Print Journalism; B.A. Public Relations; M.A. Journalism (emphases in Broadcast Journalism, Online Journalism, Print Journalism); M.A. Strategic Public Relations. (2005)
Tel.: (213) 740-3914. Fax: (213) 740-8624.
E-mail: Geneva.Overholser@usc.edu

COLORADO

Colorado State University, Department of Journalism and Technical Communication, Fort Collins, CO 80523; Greg Luft, chair. B.A. Technical Journalism. (2005)
Tel.: (970) 491-6310. Fax: (970) 491-2908.
E-mail: greg.luft@colostate.edu

University of Colorado, School of Journalism and Mass Communication, 478 UCB, Boulder, CO 80309-0478; Paul Voakes, dean. [Advertising; Broadcast News; Broadcast Production Management; News-Editorial; Media Studies; M.A. Newsgathering] B.S. Journalism; M.A. Journalism. (2005)
Tel.: (303) 492-4364. Fax: (303) 492-0969.
E-mail: Paul.Voakes@colorado.edu

CONNECTICUT

University of Connecticut, Department of Journalism, 337 Mansfield Road, U-1129, Storrs, CT 06269-1129; Maureen Croteau, head. B.A. Journalism. (2003)
Tel.: (860) 486-4221 Fax: (860) 486-3294
E-mail: Maureen.Croteau@UConn.edu

DISTRICT OF COLUMBIA

American University, School of Communication, Washington, DC 20016-8017; Larry Kirkman, dean. [Journalism; Public Communication] B.A. Communication: Journalism; B.A. Communication: Public Communication; M.A. Journalism and Public Affairs; M.A. Public Communication. (2003)
Tel.: (202) 885-2060. Fax: (202) 885-2019.
E-mail: larry@american.edu

Howard University, John H. Johnson School of Communication, 525 Bryant St. NW, Washington, DC 20059; Jannette Dates, dean. [Journalism; Radio-TV-Film] B.A. Print/online; Broadcast Journalism; Advertising; Public Relations, B.A. Broadcast Production and Telecommunications Management. (2004)
Tel.: (202) 806-7694 Fax: (202) 232-8040.
E-mail: jdates@howard.edu or jcolbert@howard.edu

FLORIDA

Florida A&M University, School of Journalism and Graphic Communication Tallahassee, FL 32307; Dorothy Bland, director, School of Journalism and Graphic Communication. B.S. Journalism; B.S. Public Relations. (2006)
Tel.: (850) 599-3719. Fax: (850) 599-3086.
E-mail: dorothy.bland@famuedu

Florida International University, School of Journalism and Mass Communication, 3000 NE 151 Street, North Miami, FL 33181; Lillian Lodge Kopenhagen, dean. B.S. Communication; M.S. Mass Communication. (2003)
Tel.: (305) 919-5625. Fax: (305) 919-5203.
E-mail: kopenhagen@fiu.edu

University of Florida, College of Journalism and Communications, Gainesville, FL 32611-8400; John W. Wright II, dean. B.S. Journalism; B.S. Advertising; B.S. Telecommunication; B.S. Public Relations; M.A. Mass Communication. (2006)
Tel.: (352) 392-0466. Fax: (352) 392-3919.
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University of Miami, School of Communication, P.O. Box 248127, Coral Gables, FL 33124; Sam L Grogg, dean. [Advertising; Electronic Media; Public Relations; Broadcast Journalism and Media Management; Journalism and Visual Journalism] B.S. Communication; M.A. Journalism. (2004)
Tel.: (305) 284-3420. Fax: (305) 284-2454.
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University of South Florida, School of Mass Communications, 4202 E. Fowler Ave., CIS 1040, Tampa, FL 33620;

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GEORGIA

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ILLINOIS

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Tel.: (217) 581-6003. Fax: (217) 581-7188.
E-mail: jtiddwell@eiu.edu

Northwestern University, Medill School of Journalism, Fisk Hall, 1845 Sheridan Rd., Evanston, IL 60208; John Lavine, dean. B.S.J. Journalism; M.S. Integrated

Marketing Communications; M.S.J.
Journalism. (2005)
Tel.: (847) 491-2045. Fax: (847) 491-5565.
E-mail: j-lavine@northwestern.edu

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School of Journalism, Carbondale, IL
62901-6601; Bill Freivogel, Director. B.S.
Journalism. (Provisional 2008)
Tel.: (618) 536-3361. Fax: (618) 453-5200.
E-mail: wfreivog@siu.edu

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E-mail: pmurphy@siue.edu

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(MC-462), 810 S. Wright St., Urbana, IL
61801; Ronald E. Yates, dean. B.S.
Advertising; B.S.J. in Broadcast
Journalism; B.S.J. in News-Editorial;
M.S. Advertising; M.S. Journalism. (2007)
Tel.: (217) 333-2350. Fax: (217) 333-9882.
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INDIANA

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Journalism, Muncie, IN 47306; Marilyn
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Journalism; B.A. Advertising; B.S.
Advertising; B.A. Public Relations; B.S.
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ACEMJC accredits 112 programs in journalism & mass communications

Appendix: Public Relations Student Society of America

The Public Relations Student Society of America (PRSSA), founded in 1968, aims to foster a better understanding of current theories and procedures of the profession, an appreciation of the highest ethical ideals and principles and awareness of an appropriate professional attitude among students in the field. Today PRSSA has more than 10,000 members in 297 universities across the country.

Its stated mission is to serve its members by enhancing their knowledge of public relations and providing access to professional development opportunities, and to serve the public relations profession by helping to develop highly qualified, well-prepared professionals.

Those interested in guest lecturing may wish to contact the PRSSA faculty liaison at the following schools as a starting point.

PRSSA Chapters

ALABAMA

Alabama State University
Samford University
University of Alabama, Birmingham
University of Alabama, Tuscaloosa

ALASKA

University of Alaska

ARIZONA

Arizona State University
Northern Arizona University

ARKANSAS

Arkansas State University
Arkansas Tech University
Harding University

University of Arkansas, Fayetteville
University of Arkansas, Little Rock
University of Central Arkansas

CALIFORNIA

Biola University
California Polytechnic University, Pomona
California Polytechnic University, San Luis Obispo
California State University, Bakersfield
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, Stanislaus
Chapman University
Pepperdine University
San Diego State University
San Jose State University
University of San Francisco
University of Southern California
University of the Pacific

COLORADO

Colorado State University

CONNECTICUT

Eastern Connecticut State University
Quinnipiac University
University of Hartford

DELAWARE

Delaware State University
University of Delaware

FLORIDA

Flagler College
Florida A & M University
Florida International University
Florida Memorial College

Florida Southern College
University of Florida
University of Miami
University of North Florida
University of South Florida

GEORGIA

Clark Atlanta University
Georgia Southern University
Georgia State University
Kennesaw State University
University of Georgia
Valdosta State University

HAWAII

Hawaii Pacific University
University of Hawaii

IDAHO

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ILLINOIS

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DePaul University
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Loyola University Chicago
Northern Illinois University
Southern Illinois University, Carbondale
Southern Illinois University, Edwardsville
Western Illinois University

INDIANA

Ball State University
Butler University
Indiana State University
Indiana University
Indiana University/Purdue University at Indianapolis
Purdue University
University of Indianapolis
University of Southern Indiana
Valparaiso University

IOWA

Drake University
Iowa State University
Simpson College
University of Iowa
University of Northern Iowa

KANSAS

Kansas State University
University of Kansas
Wichita State University

KENTUCKY

Eastern Kentucky University
Morehead State University
Murray State University
Northern Kentucky University
University of Kentucky
Western Kentucky University

LOUISIANA

Grambling State University
Louisiana State University, Baton Rouge
Louisiana State University, Shreveport
Loyola University
McNeese State University
Nicholls State University
Northwestern State University
Southern University/Baton Rouge
University of Louisiana, Lafayette
University of Louisiana, Monroe

MARYLAND

Bowie State College
Hood College
Loyola College/Maryland
Towson University
University of Maryland

MASSACHUSETTS

Boston University
Bridgewater State College
Emerson College
Northeastern University

Salem State College
Simmons College

MICHIGAN

Adrian College
Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Michigan State University
Northern Michigan University
University of Michigan, Dearborn
Wayne State University

MINNESOTA

Minnesota State University, Moorhead
Minnesota State University, Mankato
St. Cloud State University
University of Minnesota
University of St. Thomas

MISSISSIPPI

Mississippi State University
University of Southern Mississippi

MISSOURI

Central Missouri State University
Missouri Southern State University
Missouri State College
Missouri State University
Northwest Missouri State University
Southeast Missouri State University
St. Louis University
Stephens College
Webster University

NEBRASKA

Creighton University
University of Nebraska, Omaha
University of Nebraska, Lincoln

NEVADA

University of Nevada, Las Vegas
University of Nevada, Reno

NEW JERSEY

Monmouth University
Rowan University
Rutgers University
Seton Hall University

NEW MEXICO

University of New Mexico

NEW YORK

Buffalo State College
Canisius College
City College of New York
Cornell University
Fashion Institute of Technology
Hofstra University
Iona College
Ithaca College
Long Island University/CW Post
Marist College
New York University
Rochester Institute of Technology
St. John Fisher College
SUNY, Fredonia
SUNY/Geneseo
SUNY/Oswego
Syracuse University
University at Buffalo
Utica College

NORTH CAROLINA

Appalachian State University
Campbell University
East Carolina University
Elon University
North Carolina A & T State University
North Carolina State University
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Pembroke
Western Carolina University

NORTH DAKOTA

North Dakota State University

University of North Dakota

OHIO

Bowling Green State University
Capital University
Cleveland State University
John Carroll University
Kent State University
Miami University
Ohio Northern University
Ohio State University
Ohio University
Otterbein College
University of Akron
University of Cincinnati
University of Dayton
University of Findlay
University of Toledo
Ursuline College
Wright State University
Xavier University

OKLAHOMA

Oklahoma Christian University
Oklahoma State University
Oral Roberts University
University of Central Oklahoma
University of Oklahoma
University of Tulsa

OREGON

University of Oregon

PENNSYLVANIA

Bloomsburg University
California University
Clarion University
Drexel University
Duquesne University
Edinboro University
Mansfield University
Marywood College
Millersville University
Pennsylvania State University

Point Park College
Saint Vincent College
Shippensburg University
Slippery Rock University
Susquehanna University
Temple University
University of Scranton
Villanova University
Westminster College
Widener University
York College of Pennsylvania

RHODE ISLAND

Roger Williams University

SOUTH CAROLINA

College of Charleston
University of South Carolina

SOUTH DAKOTA

Augustana College
University of South Dakota

TENNESSEE

Austin Peay State University
Belmont University
East Tennessee State University
Lee University
Lipscomb University
Middle Tennessee State University
Union University
University of Memphis
University of Tennessee, Chattanooga
University of Tennessee, Knoxville
University of Tennessee, Martin

TEXAS

Abilene Christian University
Baylor University
Hardin-Simmons University
Howard Payne University
Sam Houston State University
Southern Methodist University
Texas A & M University
Texas Christian University

Texas State University-San Marcos
Texas Tech University
University of Houston
University of North Texas
University of Texas Pan American
University of Texas, Arlington
University of Texas, Austin
University of Texas, San Antonio

UTAH

Brigham Young University
University of Utah
Utah State University
Weber State University

VIRGINIA

George Mason University
Hampton University
Liberty University
Norfolk State University
Radford University
Virginia Commonwealth University
Virginia Polytechnic Institute

WASHINGTON

Central Washington University
Eastern Washington University
Gonzaga University
University of Washington
Washington State University

WASHINGTON, D.C.

American University
Howard University

WEST VIRGINIA

Bethany College
Marshall University
West Virginia State College
West Virginia University

WISCONSIN

University of Wisconsin-Eau Claire
Cardinal Stritch University
Marquette University
University of Wisconsin, La Crosse

University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Oshkosh

University of Wisconsin, Stevens Point
University of Wisconsin, Whitewater

PRSSA has more than 10,000
members in 297 universities

Appendix: PRSA Certified Programs

PRSA, through the Educational Affairs Committee, provides a certification review process for university undergraduate public relations programs. In 1989, the Certified in Education for Public Relations (CEPR) Program was established to offer colleges and universities the opportunity for review and endorsement of their public relations education program. CEPR is a voluntary program. The universities and schools which have completed the review process and which have been granted PRSA Certification for six-year time periods by the PRSA Board of Directors are:

Ball State University
Brigham Young University
California State University-Fullerton
Eastern Kentucky University
Indiana State University
Ohio Northern University
Radford University
Rowan University
Seneca College
Southeast Missouri State University
Universidad Argentina de la Empresa
University of Alabama-Tuscaloosa
University of Cincinnati
University of Maryland
University of Memphis
Utica College
Valdosta State University
Virginia Commonwealth University
Western Kentucky University

review and endorsement
of their public relations
education programs

Appendix: Other Resources

Institute for Public Relations:

The Institute for Public Relations is an independent nonprofit that bridges the academy and the profession, supporting PR research and mainstreaming this knowledge into practice through PR education. The IPR web site is an excellent source of case studies, research and publications of interest to current and potential educators. www.instituteforpr.org

Arthur W. Page Society:

The Arthur W. Page Society is a professional association for senior

public relations and corporate communications executives who seek to enrich and strengthen their profession. The membership consists primarily of chief communications officers of Fortune 500 corporations, the CEOs of the world's largest public relations agencies, and leading academics from the nation's top business and communications schools who have distinguished themselves teaching corporate communications. The Page Society web site offers resource material that is available to both members and non-members. www.awpagesociety.com

The Institute for Public Relations
web site is an excellent
source of case studies,
research and publications



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