THE ADJUNCT RESOURCE GUIDE

Your Quick Start Resource for College Teaching

PRSA College of Fellows

Educators Academy PRSA

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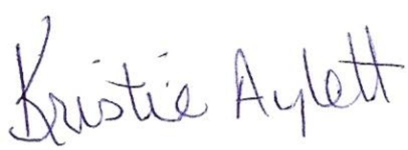
Welcome

Teaching as a supplement to your professional career or your next chapter can be a fulfilling option. However, it's like jumping into the deep end of a pool. Be prepared to immerse yourself in a new vocabulary and work environment.

This document is meant to serve as a "Quick Start Guide" for you. Perhaps you have already been asked to teach a course and the first day of class is coming up quickly, or you just want to know more before you approach someone at your local college or university. We've covered many topics in a short amount of space and directed you toward additional resources.

We could not have assembled this without a great group of volunteers who are sharing their experiences and expertise to put this together. Thank you to a great group of contributors and reviewers as well as the support of the PRSA College of Fellows and the Educators Academy.



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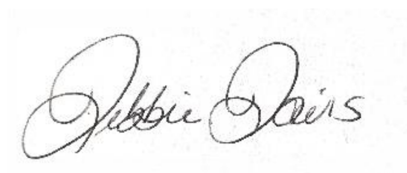

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1: Introduction To Adjunct Teaching

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In this chapter, you'll get a general overview of adjunct teaching and how to prepare for and apply for positions.

What is an adjunct professor and why are they needed?

In the United States, the term "adjunct faculty" is a broad term referring to any part-time instructor, lecturer, contingent faculty or professor of practice who is not in a tenure track position.

According to The Chronicle of Higher Education, adjunct faculty are likely to have a master's degree, be over the age of 40 and teach one to two courses at an institution. Adjuncts are also slightly more likely to be female. Even though nearly 60 percent make less than $3,000 per course, two-thirds say they are satisfied with their roles.

The role of adjunct professors is often controversial. As the number of adjuncts has increased, there has been some pushback about the pay per course, potential correlations in a reduced number of full-time faculty, and the lack of teaching preparation.

Our mission here is not to take sides, but to support your decision to teach with useful information and resources. College enrollment by public relations and other strategic communication majors continues to increase, and more qualified people are needed to teach these courses.

What am I getting into?

Teaching is much more than simply telling "war stories." Personal insights and professional experience can translate well into the classroom when combined with theory, models and foundational practices.

Many adjunct teaching opportunities are listed on college websites. Be proactive about applying.

With each contact, share your resume or curriculum vitae (CV).

1. Use your PRSA membership to identify faculty at your local colleges and universities. Those who have program coordinator/director, department chair or dean in their title may be the most knowledgeable about adjunct hiring opportunities.
2. Look for contacts on the institution's website by looking first for programs, departments, schools or colleges that include communication-related courses. The

names might vary and include Advertising, Communication Studies, Journalism, Public Relations, Professional Communication and Strategic Communication. There may also be communication courses offered for business majors.

3. Contact the institution's Human Resources Department to learn more about the application process.

What are the typical qualifications?

Qualifications vary and are set by the institution and its accrediting body. For some, you may be able to teach with a bachelor's degree and professional experience. Others may require at least 18 hours of graduate school courses or a completed master's degree in the area where you want to teach. A few institutions require a doctorate for adjunct teaching. Teaching experience is not required but is certainly a plus.

There are universities which put value on the Accredited in Public Relations (APR) credential or other related professional accomplishments when considering qualifications to teach in higher education.

What is a Curriculum Vitae (CV)?

To apply for adjunct positions, you may be asked to submit a curriculum vitae (CV) rather than a resume. Curriculum vitae is Latin for "the course of your life," and provides a written overview of your academic credentials and achievements.

What's the difference? Resume is a French word for summary and is more concise than a CV.

Tips on creating a CV from your professional resume::

- Always begin with education (institutions, years attended, degrees received)
- Emphasize academic accomplishments (classroom speaker, classes taught, mentoring/advising students or young professionals), presentations (professional or academic), publications (mainstream media, trade journals, academic journals)
- Include your relevant professional experience

How many hours per week are required to teach a course?

On average, plan to devote 8 to 10 hours each week when teaching a three-hour semester long (16 week) course. This includes your prep time, classroom instruction, office hours, grading, and responding to student questions. However, this can vary from week to week depending on the material you are covering and the assignments.

The amount of time can also vary if the course is offered on a quarter system or another term length.

What are the rewards of teaching?

This question is really a personal one. But there are some common reasons.

- A chance to explore a career change. Moving from a practitioner to a part or full-time professor is a frequent path within public relations.
- Preparing the next generation of practitioners. Using your practical experience in the classroom can't be underestimated.
- Learn from students. Interacting with different generations in the classroom can benefit you as a practitioner.
- Motivation to stay ahead of trends and learn along with your students, who may help you explore new technology from their fresh perspective.

2: Jumping In With Both Feet

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In this chapter, we'll focus on the nuts and bolts of getting started so you have all of the tools to plan your course (in Chapter 3).

What do I need to know about becoming an adjunct?

Every school has an HR paper shuffle. In addition to finding out what paperwork is needed to become an official employee and receive a paycheck, there are other questions to ask:

- What employee/faculty orientations and training am I required to attend or might want to attend?
- How do I obtain keys or key cards for the building, my classroom and/or office space? (See page 8 for more on these things)
- Where do I secure a faculty ID and what will I need to use it for (e.g. security purposes, faculty discounts, etc.)?
- How do I obtain logins/password for university systems? Some schools have one overall login, others may have separate ones for different systems.
- Where should I park and am I required to obtain a parking permit?

How do I begin creating a syllabus?

A syllabus is a contract between you and your students. It often includes university, college and/or department/program policies and guidelines. You may be required to put boilerplate language in your syllabus. If you are teaching a required course, there might be a master syllabus that contains the content and assignments that need to remain consistent. More on this in Chapter 3.

Ask if someone will need to approve your syllabus before courses begin, or if you'll need to submit a final version for administrative files.

How do I know which textbook to use?

Ask this question up front. Sometimes the text has already been selected for you, especially if it is a multi-section course, or if you are asked to teach at the last minute. If you need to choose, you can ask other faculty for suggestions, pose a question in PRSA Communities (Open Forum, Educators Academy, College of Fellows, etc.) or search the Internet. Publishers often offer review copies, many of which can be downloaded electronically and quickly. You'll need a college/university email address to do so.

It's also important to have a "desk" copy of the textbook. Policies vary on how one is provided to you. It may be through the campus bookstore or the department. Sometimes you request a copy directly from the publisher (if you didn't already get a review copy). In other cases, you might purchase one and get reimbursed. Check first.

Students complain about the cost of textbooks, but there are alternatives to purchasing a new text. Textbooks can be rented or purchased used. Some students pair up and share a text. Exploring retail or online alternatives to the campus bookstore can reduce costs Campus bookstores have a healthy markup on texts. Also investigate open source textbooks and other instructional materials you can use to mitigate expenses for your students.

What is a learning management system and why is it important?

Learning management systems (LMS) provide online support to your classroom based course. While they can include many elements, some institutions require you to use one for tasks such as sharing a copy of the syllabus and posting grades.

There are several different providers including Blackboard, Canvas and Desire 2 Learn (D2L).

Yours may include:

- Class emails
- Assignment/content folders
- Assignment submission (individual and group)
- Electronic grading and attendance
- Plagiarism checking
- Online quizzes/tests

Online support systems allow you to upload examples, slides and other materials, which cuts down on the cost and time of printing and copying. You can also review and grade assignments online.

If you need to update your syllabus, it can be done quickly and then uploaded to the system. Providing an electronic syllabus that students can access 24/7 and eliminates the excuse of students "losing" their syllabus. Most colleges do not provide color copying, but online materials (including the syllabus) can be provided in full color.

What do I need to know about my classroom?

Get the feel of the facility before the first day of class. How are the seats arranged? How might that affect how you teach or interact with students?

Discover what type of technology is available in the classroom. Are smartboards provided? Is there a projector in the classroom? Whiteboards? Chalkboards? Often you may be able to request a run through with someone who is familiar with the technology.

How do I know who is in the class?

Class rosters can give you more information. Some schools rely on print outs of attendance sheets. Other schools provide online check-ins, along with detailed information about students including photos.

Keep in mind during the first week or two of classes the class roster can change as students drop and add courses at the -beginning of the semester. This can be important if you have attendance policies and keep attendance. It may also affect group assignments.

Office space, technology and supplies

Office space comes at a premium at most institutions, especially for adjuncts. Sometimes an office or computer is shared by numerous adjuncts. Ask if there is an extra laptop you can use. See if you will need a code in order to make copies and/or if you have page limit on the number of copies you can make. Additional office or classroom supplies you might need are found in the administrative offices or can be ordered for you.

Otherwise, you are expected to provide your own computer or other tools to facilitate your teaching assignment. Assume you need to be self-sufficient and you will always be prepared to access, facilitate and complete your teaching assignment successfully.

What do I need to know about federal, state and university regulations?

Some colleges and universities provide this information in faculty orientation or in an online training. If not, familiarize yourself with these basics.

First and foremost, did you know that it is illegal to share student information about grades or performance with parents or with fellow faculty members? College students are young adults, and they are required to provide consent on personal information to the institution before that can be released by any school officials, including you. This is part of the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA protects the privacy of student education records and it applies to all schools that receive funds from Dept. of Education programs.

There are many other regulations, but as a faculty member, you're most likely need to understand these others as well:

- Higher Education Act: Textbook Information
- Americans with Disabilities Act
- The Clery Act
- Title IX

3: Planning Your Course

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Now that you've accepted the teaching position, you can begin planning your course. Although your institution and academic department will provide a general framework, you can tailor the course in a few ways.

Course Requirements

Start with a discussion with your supervisor. This gives you an opportunity to learn about available resources and expectations for adjuncts and define the level of flexibility you have in planning a course. You'll also want to know about any deadlines you will need to meet prior to the first day of class.

Review the official description for your course in the academic catalogue. This description will guide you as you create lessons and how you will assess learning.

Your department/program may have already defined the objectives and outcomes for your course. If not, you'll need to develop them and get them approved. Course objectives describe the material covered in the course. Course outcomes specify what the student is expected to know and be able to do upon successfully completing the class. Some programs select the textbook for your course, while others will let you make that decision. You may be expected to set office hours to be available to your students outside of class time, either face to face or virtual

Calendar

Check the academic calendar for key dates but look beyond the first day of class. You'll want to consider the dates for students to add, drop or withdraw from the course as you plan your assignments. For example, you might grade a major assignment before the deadline to drop the course, allowing a student who's struggling to withdraw early. You'll also want to check about the final exam period, and if there's a specific time and date for your course.

Consider holidays, university breaks, and your own personal and professional calendar as well. You might choose to set up the course so a major assignment is due before a holiday, and then find you have to spend the break grading papers. If you're working on a big project or traveling, consider setting an assignment deadline for soon after your return, as long as you're available to answer any student questions that may arise. Some professors even look at the athletic schedule and avoid have a major assignment due around major campus and sporting events (family weekend, homecoming, rivalry games, etc.)

Grading

The grading scale may be set by your institution. For some, the highest grade in the course is an A+; for others, it's an A. But does an A mean any score from 89.5 to 100 or is it a final grade of a 93 or even 95? Ask your supervisor or a trusted faculty member for guidance. You may also see examples in sample syllabi provided to you.

Grades and individual feedback should be provided in a timely fashion. Ask about the standard at your institution. As you create assignments, consider the amount of time needed for you to grade them. If you have a large number of students, grading a tall stack of multi-page research papers may take hours (and hours) of your time.

Rubrics can help you communicate expectations for an assignment and provide feedback. These scoring scales include the various elements you're assessing, such as Quality, Clarity, Connection to Course Material, Creativity, Structure, Spelling, etc. They also provide point values for each element, speeding up your review and helping you provide objective, consistent feedback.

You may wish to incorporate group projects and peer review into your course. In California, for example, this is often required in many upper division courses. If you require students to provide feedback to a classmate's work, you'll want to provide them with instructions and rubrics with the criteria and guidelines. Under FERPA, students can provide feedback to each other, but not assign grades.

Group projects require students to work together to complete a project. Will you assign students to a specific team, sort them blindly, or allow them to self-select? How will the students provide you with feedback about each group member's contribution to the team?

Course policies

Be sure to specify your course policies in the syllabus. Some programs discourage awarding points simply for being present, others require it. Check with your institution. You may wish to set minimal participation expectations, such as asking questions, leading discussions, or bringing examples to share with classmates. Other policies to consider:

- Will you accept late submissions past the original due date? Is there a penalty?
- Will you offer extra credit opportunities? How will you make them available to all students, not just those who inquire about them?
- How do you want students to contact you? When is it too late or too early?
- How soon can students expect an answer to their questions? Within 24 hours? Within 48 hours?

Syllabus

Your syllabus documents everything your students need to know and what you want them to know. It will include the course name and number, course outcomes and objectives, and required readings (including the ISBN number for the textbook). Students will need to know where and when the class meets, including any online sessions. You'll also include information about how to contact you, and perhaps a short bio and photo.

Required information may include:

- Course schedule, with assignment due dates
- Disability statement
- Honor code
- Title IX and Institutional Equity
- Technology services
- Writing assistance
- Syllabus change policy
- Holidays and breaks

Institutional Resources

Your institution will likely have resources to support you as a faculty member, such as workshops and access to instructional designers. You may be able to use faculty office space and campus technology to prepare lessons and record presentations. Subscriptions to *The New York Times*, *Wall Street Journal* and other major media also may be provided for faculty and students. Through your institution, you may also receive access to platforms such as LinkedIn Learning, for your own professional development and for use in your classroom.

You may need only to publish your syllabus and make your class available within the system. If you teach online, the learning management system (LMS) will be the home of your virtual classroom, with assignments, discussion forums, grading, etc. If you teach on campus, you may need to be prepared to hold your class virtually during campus closures due to weather or other incidents.

The university library offers access to online databases, industry publications, research journals, multi-media items and more that you can use in your course. Looking for something in particular? A librarian can help you find it.

Your institution may offer testing labs, computer labs, writing centers and access to tutors.

Outside Resources

Publishers often have multi-media or online components to supplement textbooks. These may include lessons, videos, slide decks, discussion guides, assignments, quizzes and more. Some may be at an additional cost to students.

PRSA Educators Academy is composed of 400+ college and university public relations educators and practitioners. Through its virtual networks, in-person events, case studies and scholarly research, you'll gain access to tools, insights and current industry practices that will shape your research projects and curricula.

The internet has a variety of free resources that you can use in your teaching. YouTube videos, TedTalks, white papers, research reports, and journal articles all can be integrated into your lessons.

Other instructors can be a wealth of knowledge and support. Reach out to your colleagues, near and far, and ask for their advice. You may also want to connect with those who teach similar courses at other institutions and expand your professional network. Don't be shy.

4: Teaching Undergraduates

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Before diving into developing your lessons, you may want a broader understanding of teaching and specifically public relations education.

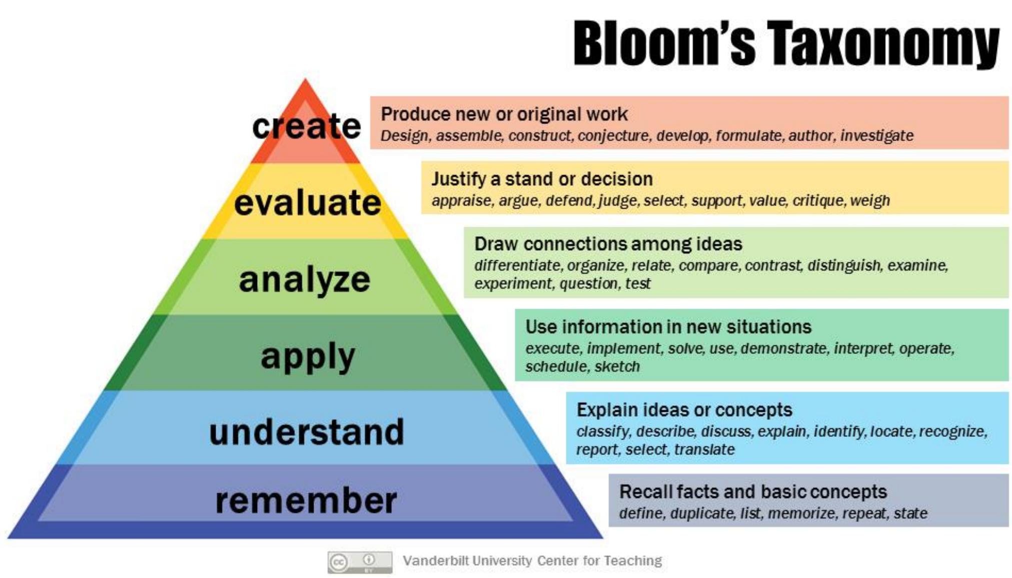
Teaching undergraduates is grounded in educational theory called pedagogy. Pedagogy is defined as the art and science of teaching and you'll find many resources on this topic. For the purposes of this guide, we'll discuss a few and provide links and references for more in-depth information.

As you decide how to teach your course, there are multiple factors to consider.

- Your experience
- The course objectives/outcomes
- The size of the class
- The classroom space

Bloom's Taxonomy

One way to think about structuring your lessons is by using Bloom's Taxonomy. Originally developed for K-12 education, it also helps higher education faculty carefully plan so that you can teach and test appropriately for your course objectives.



Lecturing is more than presentations or performance

When we think of college professors, we often remember "the sage on the stage" model, where professors in tweed jackets speak and students take notes, only to stop every once and a while to ask/answer questions. Today, though the model tends to be more of a "guide on the side" where students are more active in the learning process.

If this is your first time teaching, lecturing can often be the safest bet. But it doesn't mean you should stand in front of a class and recite what you know. Research shows excellent professors find ways to engage students during the lecture in order to maximize learning.

Here are some basic tips on lecturing.

- Visit your classroom in advance to understand the layout and the technology.
- Have a back-up plan in case you have technology issues.
- Plan your lecture and visual aids beforehand, including how you will summarize main ideas.
- Practice beforehand by preparing speaking notes and including delivery reminders.
- Bring a bottle of water to keep you hydrated or to buy thinking time before answering students' questions.
- Structure the lecture clearly and transparently.
- Go beyond the course readings and be flexible if you see there is confusion or low interest.
- Engage the whole class through different strategies to prevent mind wandering.
    - Ask questions and invite student to do the same
    - Allow breaks during long classes
    - Include short exercises such as poll questions, student reflection, and think-pair-share.

Beyond lecturing, active learning can improve student learning. There are many different tools. Here are just a few from Vanderbilt University's Center for Teaching:

- Case Studies
- Classroom Response Systems ("Clickers")
- Group Work
- Discussions
- Team-Based Learning
- Service Learning and Community Engagement
- Visual Thinking

Public Relations Education

Once you understand students and how people learn, the second stream of information focuses on public relations education itself.

The Commission on Public Relations Education (CPRE) released its latest report on undergraduate education in 2018. Currently, 22 global communications and educational organizations are represented on the commission. Through research involving practitioners and educators, there were several highlights.

The key recommendations include:

- The addition of a sixth required course for students, focused on ethics, since it is a key tenant of the profession. The existing CPRE-recommended required courses remain: principles of PR, research, writing, internships and campaigns.
- Writing competency remains an area that needs improvement and that writing must be a key part of every course.
- Speed is essential. The industry continues to face rapid change and public relations programs need to continually evolve in order to prepare graduates.
- Diversity and inclusion begin in the classroom and remain essential to industry because it is the right thing to do.
- Practitioners believe core qualifications include a liberal arts education and knowledge and skills that include topics such as strategic communications, measurement and evaluation, social media, publicity and media relations, and content creation.
- There remains continued commitment toward foundational knowledge in research, theory and required paid internships for real time learning.
- Students need a global perspective as well as outside-the-classroom experience in campus activities, student-run media and agencies as well as the Public Relations Student Society of America (PRSSA).

Suggested Resources on Teaching

- Neff, B. & Johnson, T. L. (Eds.). (2015) Learning to teach: What you need to know to develop a successful career as a public relations educator. New York: PRSA.
- McKeachie, W., & Svinicki, M. (2013). *McKeachie's teaching tips*. Cengage Learning.
- Bain, K. (2011). *What the best college teachers do*. Harvard University Press.
- http://apps.prsa.org/Store/display/3G0012
- The Commission on Public Relations Education
- Association of Education in Journalism in Mass CommunicationAssociation of Education in Journalism in Mass Communication (AEJMC)
- AEJMC Teaching Resources
- AEJMC Public Relations Division (PRD)
- The Journal of Public Relations Education
- Journalism and Mass Communication Educator
- PRSA Educators Academy
- National Communication Association Public Relations Division
- Institute for Public Relations
- Plank Center for Leadership in Public Relations
- The Arthur Page Center
- European Public Relations Education and Research Association

5: Teaching Graduate Students

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Teaching graduate students is different than undergraduates for a number of reasons. Here are some tips to be successful .

Seven Principles of Graduate Teaching Excellence

1. *Graduate Students Often Have Non-School Responsibilities*

This is especially true with online learners, who often embark on graduate work later in life. Graduate students are expected to operate more independently than undergraduates. However, they often have personal and professional responsibilities beyond their educational pursuits. At the beginning of each course, let graduate students know you support them and understand professional and personal events may impact their ability to submit discussion posts and assignments on time. Work with them to complete their obligations. They will appreciate both you and the program. They will not forget this.

2. *Reciprocity & Cooperation Among Students*

For graduate students, teamwork provides its own unique challenges due to life experience, work-life balance and class format. One way to help set expectations is to help students create a team charter (see example at the end of the chapter).

3. *Active Learning*

Graduate students bring a wealth of information to the classroom. As many are working professionals, you can often learn as much from students as students do from you.

Active learning also involves student-to-student learning. This can take place in classroom discussions (in-person and online) and through team learning assignments. One way to do this is to pose a question to the students. See where the conversation goes and then ask a follow-up question that forces further maturity of the first question. You can apply this in an on-line learning environment by posting a discussion and the follow-up a couple days later.

4. *Student Engagement and Prompt Feedback*

Graduate students are busy and often have to schedule their work for finite, pre-determined timeframes to meet their professional and family obligations. Respond to students' e-mails within 24 hours, as well as questions they post in the "Questions About the Course" or "Questions for the Professor" prompts in online courses.

Grade assignments within 72 hours of submission. Many courses' weekly assignments build from prior assignments.

5. *Emphasize Time on Task:*
Through rubrics, make clear the requirements for all discussions and assignments. Include rubrics in the course syllabus and with assignments if teaching in an online environment.

6. *Communicate High Expectations:*
These are graduate students. Remind them when necessary - they are no longer undergraduate students. This may seem redundant but needs to be done. Provide them resources on how to cite sources and impart on them the importance of supporting their thoughts with references. This is graduate school.

7. *Respect and Encourage Diverse Talents and Inclusive Ways of Learning:*
Experiment with how you engage with students and deliver content. This can range from open discussions mixed with lectures, moderating conversations and having students present on how they can apply what they have learned during a week to a professional assignment.

You operate within an environment that is rich in diversity and inclusiveness of thought and background. Enjoy and leverage it!

Example: Team Charter

Please find the team charter below for consideration during team projects. These are suggestions to help ensure participants are considerate of one another and contribute equally. Everyone has different strengths and it is fine to emphasize these when pulling the project together.

Team Charter

The Team Operating Guidelines or How the Team Will Work Together

1) Team Ground Rules: What are the values and norms that will develop relationships and build the team? How will you hold yourselves accountable to the team?

2) Leadership: Single leader? Rotating leadership? Collaborative leadership? How will you manage completion of the overall project?

3) Communication Issues: How will you maintain connection and keep everyone in the loop: e-mail, voice, Blackboard group discussion, etc. How will you share data, reports, immediate actions, and problems?

4) Meetings: Schedule of regular meetings--how often, where, and when? Who will prepare the agenda for meetings? Who will be the facilitator, recorder, timekeeper? Etc.

5) Commitment: How will you create mutual accountability and equally distributed workloads?

6: Guidelines For Common Public Relations Courses

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Other chapters in this guidebook offer general advice about preparing your course and pedagogical methods from a broad perspective. This chapter will address how to teach several specific core courses found in most curricula of a college or university offering a public relations major.

International standards for public relations education, coming from public relations faculty and professionals around the world, are recommended in the Commission on Public Relations Education Report. The report is updated every few years. Four of the key recommended courses include:

- **Principles of Public Relations**—also called fundamentals or other terms but serves as the introductory course and is often a prerequisite for other courses.
- **Public Relations Writing**—some programs combine all writing courses into one, some have several and separate various forms of writing, such as media relations writing, corporate communications or persuasive writing, etc.
- **Public Relations Strategies**—this course can also be called PR Management and often is taught using a case study approach.
- **Public Relations Campaigns**—the campaigns course is a standard and can often serve as a "capstone" or culminating course in which students put together all they have learned in other courses to put together an actual campaign for a real-world client.

The rest of this chapter offers guidance for teaching each of these courses.

Principles of Public Relations

As a foundation or fundamentals course, this course requires the instructor to cover a lot of ground. A good metaphor for this course is one of a river that is very wide but shallow. In other words, it is not possible to go too deeply into any single area of content. But other courses in a curriculum should do so. This course should therefore be seen as a first step and not the whole package of public relations education.

Having said that, there is still a lot to cover. Content to consider:

- Introduction to the profession and definitions. Address what public relations really means and how it is often misunderstood. Individual experience and even more so scholarly experience bears out that people can either minimize public relations as mere media relations, or they can demonize it as intentional "spin." Both must be put to rest and set the foundation that public relations is based on honest and mutual relationships with all of an organization's publics. While there are many definitions of PR, and professionals and academics can argue about what's best, a good one to center on and discuss is the 2012 definition crowd sourced by PRSA. Textbooks will often include it, but a page on PRSA's website also gives a good brief history and discussion of the term.

- History. In any profession, a practitioner is better for knowing the history. The same is true in public relations, which was not formalized as a profession until the 1920s. Yet many scholars point out public relations, as we know it, was practiced in various forms by individuals and institutions throughout - history. There are also models of how the field developed in concept and practice that are good for students to grasp. Discussing these evolving and current forms of practice, and some representative practitioners or examples, are a good way to teach this.

- Ethics and law. Some curricula will have a separate course on this, but it is vital to demonstrate to students the inherent ethics of public relations if practiced according to standards of practice established, and to know what laws guide practice. Reviewing the PRSA Code of Ethics, with examples of good and bad practice, is a valuable part of this discussion.

- RACE, ROPES or RPIE. The heart of the fundamentals course should be on the process for practice. The most common acronyms for practice are RACE (Research, Action Plan, Communication, Evaluation), ROPES (Research, Objectives, Planning, Evaluation and Stewardship) or RPIE (Research, Planning, Implementation and Evaluation). A class period or week on each step is advisable. In research, cover methods of research and what to research; with the action plan, spend special time on writing good objectives (outcome vs output!) as well as strategy; in the communication step the various tactics, including all in the PESO model (Paid, Earned, Shared and Owned) can be described; and finally, stress the importance of measurement and evaluation, explaining what is evaluated and how.

- Practice areas. A final section of the course should cover the breadth of the profession and how PR is practiced uniquely in many contexts. Corporate, nonprofit and government public relations can all be addressed, as can specific areas such as sports, entertainment, international, agency and other contexts of practice.

  In addition to tests, consider having students put the above into practice, even if only a smaller scale project, to help them solidify the concepts for use in subsequent courses.

Writing

Writing continues to be a foundational skill needed in public relations, according to data from employers in the field. Teaching writing can be more challenging because it is about a skill and not only concepts. Here are nine tips for teaching public relations writing:

- **Inspire**, don't intimidate. It is vital to create a classroom environment where every student knows what is expected and has a sense that if they work with the professor, they can achieve.

- Have a **clear grade scale**. On your syllabus, don't merely put points needed to achieve an A, B, C, etc. Articulate clearly what are the *characteristics of writing* that merits an A, B, C, etc. For example, in an advertising or public relations writing class, a grade should be dependent on grammar, clarity, targeting specific publics, adapted to the medium, appropriate style, persuasive strategy, creativity, originality, meeting the intended objective, and writing appropriate for the format or tactic. Decide which are baseline, such as grammar and style - which is worthy of a D or C - and which are evidence of excellence for a B or A, such as creativity, originality and persuasive strategy.

- Have students do a writing **self-assessment**. There are specific formal tests on this, or you can simply have students write down where they see that they could improve their own writing, what goals they have for the class. Talk about specific and explicit aspects of writing the students need to improve. Return to it as the class progresses to encourage students in their progress toward improvement.

- **Critique** professional examples. Whatever specific assignment you have students write, don't just show them professional examples—have them write a brief critique of whether the example is good, bad and WHY? In their critique they should apply principles and concepts you instructed in class or they read in assigned readings.

- **Peer review**. Have students pair up and edit/critique each other's work in a constructive way. Provide a form for them to use to ensure they cover specific aspects of writing. Students learn by reviewing others' work and by talking to someone else about their own work. Grade them on the quality of their peer reviews of others to ensure they take the exercise seriously and develop a practice of thinking about writing.

- Allow **revisions**. Revising is fundamental to good writing. It is not an opportunity to improve a grade, but to improve their writing and learn. Have them turn in the first draft with their edit marks on it to ensure they do a meaningful, wholesale revision and not just a copyedit.

- **Don't copyedit**. When grading writing, only circle fundamental errors, don't correct them. Possibly only mark the first 3 or so and then write GRAMMAR! and lower the grade or return it ungraded. Spend your time giving feedback on the more advanced aspects of the writing.

- Have a **grade rubric** form for *each* assignment. Related to the above point, consider developing a rubric—dividing an assignment into specific parts or aspects or characteristics of writing—and when grading circle what's missing or needs improvement with brief comments. This keeps you consistent and stresses to students the areas for improvement.

- Have students **articulate explicitly their writing strategy**. In other words, in addition to turning in a tactic as a writing assignment, have them turn in a cover memo or statement with the tactic explaining WHY they wrote it the way they did. Making their thought process explicit is good for you to grade, and also improves student learning and performance by intentionally making them thoughtful about their work.

Public Relations Strategies

A public relations strategies course should start to elevate students' thinking from baseline fundamental concepts to the broader perspective of organizational management and how public relations can contribute to overall organizational success. Students need to see PR not from as tactical but a strategic perspective. In sum, they need to start grasping and thinking of PR as a management function on equal footing with other disciplines, and not as an aspect of marketing or any other discipline.

- Demonstrate the breadth of the field by breaking down the course into specific focus on managing relationships with different types of publics. Then discuss case studies of real campaigns focused on each public. Show how the research, objectives, strategies, tactics and evaluation are different for each public or form of practice. Encourage students to do critical thinking, practice arguing or defending perspectives with management such as a CEO and making and justifying recommendations based on theory of the field of public relations.

- One idea is to use the PRSA Silver Anvil Award winners for case study review, critique, presentation and discussion. Students can work in groups to dissect a case and then present their review with recommendations to "management," i.e. the rest of the class. The areas or publics to cover could include:
  - Media relations
  - Consumer relations
  - Internal or employee relations
  - Community relations
  - International relations
  - Investor relations
  - Government relations
  - Social media
  - Crisis communications

  These sections can include a lecture and discussion of management and business principles. Employers, particularly managers in other disciplines, want public relations professionals who not only understand communication, but understand basic business objectives, including the specific business they are in. Then, require students to present their cases including that perspective—how did or could public relations help the overall business in this case?

Campaigns

As noted above, the campaigns course is often a culminating experience or capstone course in which students put together all they have learned in the program and apply it in a real campaign for a client in the community. As such, it is good to teach this course with students on teams. This also addresses an expressed need from employers that students are able to work in teams and collaborate. Each student can have specific roles, similar to an agency or in-house PR department setting.

- The course can be constructed by following the RACE, ROPES or RPIE process. Have students do some basic discovery with their client to learn of the problem or opportunity to be addressed by the campaign. Then have them build the campaign a step at a time, with feedback and evaluation along the way. The steps of the campaign turned in can include:
  - A research report
  - An action plan, including:
    - A situation analysis based on the research
    - Well written outcome objectives
    - Strategies
    - Tactics
    - A budget
    - A timeline or calendar
  - The developed communication tactics
  - Evaluation (either a plan to evaluate if the campaign is implemented, or, if the semester allows time to actually conduct a campaign, actual evaluation of whether objectives were met).

- To maximize the experience, it is good pedagogy to encourage students to maintain regular contact with their client and to present or "pitch" the campaign to the client at their place of business. This adds a measure of professionalism to the class experience.

- This class involves more coaching than teaching. There can be lectures, but most of the concepts should have been addressed in previous courses. Therefore, review briefly these concepts and focus class time on discussing progress on the application of those concepts to the specific campaign at hand.

- Offer feedback, ask probing questions, and encourage students to excellence. One way to do this is to construct the class as an agency, with different client teams, and the professor as the senior vice president or account manager of the agency who approves work before it goes to the client and suggests revisions along the way.

7: Ideas For The Classroom

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Teaching can take many forms. How do you keep students engaged? Here are some tried and true ideas.

How to Lecture

Perhaps one of the most frightening things about becoming an adjunct instructor is the idea you will be delivering numerous presentations over the course of a semester. However, the best instructors are not those who lecture, but instead use the class period as a laboratory where students are encouraged to develop and share observations about the course content.

In other words, no droning. When teaching in an auditorium (large class) setting, students expect a "lecture" because it's difficult to create an interactive environment in this setting. In a traditional college classroom or computer lab, it's easier to create presentations that engage the students in the learning process.

How do you get started?

Q & A is one of the most effective ways to engage students. From the first session, students should know that participation is not only valued, but is also an important professional skill they need to acquire and hone.

- For undergraduates in general education (required) courses (i.e., Public Speaking), simply going around the room and asking students to share their year, major and where they grew up seems to break the ice.
- If you're teaching an upper division class, with primarily students in the major, - there will be a pre-existing familiarity between the students. Getting them to open up will be easier.

Once you have the who's who established, you can begin to ask open ended questions about the assigned reading. Often your students will come to class unprepared, without completing the reading. SO, how do you get them from point A to Z?

Multiple Strategies for Delivering Content

Guest Speakers are a great way to supplement your expertise in the content area and change up the information the students receive. The challenge with guest speakers, especially those who may be personal friends, is to keep them "on track" with the class objective. It helps to give guest speakers talking points that you want them to cover, supported of course, by their own experiences. Typically, having two or so guest speakers during the semester can help break up the course content and bring in different perspectives.

In-Class exercises can be conducted with each student working individually or in small groups.

These activities accomplish two objectives. First, you can observe student knowledge of course content. Second, small group in-class exercises can help students learn how to work in small groups or teams. And, there is nothing like a healthy, low risk, competition to get creative juices flowing. Walking around and visiting the students/groups opens up opportunities for students to ask questions informally which can provide opportunities to clarify information and/or create learning opportunities .

Some typical in-class assignments that work well within the traditional classroom setting include:

- Q & A: Reading materials at the beginning of class and then reaching consensus answers to questions.
- Flipped Classroom: Require students to come to class prepared to engage in activities by reading and reviewing assigned content in advance.
- Case Study Method: Applying course concepts to a hypothetical or real situation. This is also a good prep for mid-term or end-of-course assignments.
- Game Shows: Creating a take-off on a popular game show (i.e., Jeopardy, $10,000 Pyramid, etc.,) prompts students to answer questions based on course content. Students can represent themselves or participate as part of a team.
- Student Presentations: Prompting students to become knowledgeable about a subject and present it to the class challenges the/these student(s) to immerse themselves in the subject, synthesizing it so that they can explain it.
- Students as Evaluators: Asking other students to evaluate peer presentations and letting them know they will be evaluated on their work as evaluators, can prompt the rest of the class to listen to presentations.

Application of Content

The most effective assignments challenge students to apply what they know. These assignments become "sticky," the experience tends to imprint on the student more than just covering content by reading chapters in a course text. Using the "flipped classroom" scenario mentioned above, students would have "covered" the lecture material outside of class and arrive ready to apply the information. Sometimes, enticements can be used to encourage students to cover the material. However, realistically, unless there is a penalty (such as a quiz) for not completing the reading, that doesn't happen.

Assignments that have greater success are those where a student has to actively participate in some activity and bring the outcome of the process to class. For example, asking students to prepare a lecture or demonstration, interviewing a subject matter expert on a topic, collecting data, or visiting a location and collecting observations all prompt the student to get out of their chair and actively engage.

Field Trips held during daytime class periods can be tricky for students who are enrolled in more than one class. Evening classes are typically easier to arrange because usually students only have the one class at night. On campus field trips are easy to arrange. There are several departments (media relations, sports information, recruitment, alumni affairs) that can offer a great experience.

Because transportation can be difficult for some students, field trips should be focused on activities that should be experienced firsthand, i.e., printing plant, newsroom, PR agency tour, professional conferences. Holding off-campus field trips at non-class hours, such as a Saturday, or over a semester break week, works well. Another issue with off-campus field trips is the cost to students. Check with your institution to see what the policy is on this issue.

Any field trip that offers students opportunities to network with professionals is a great experience. In addition to touring the location, students can be encouraged to bring resumes, business cards and give presentations on some of the material from class.

Group Projects

Group projects have pros and cons.

- Pro: Students benefit from division of labor.
    - Each student has the ability to use their strengths
- Pro: Students are peer mentored
    - Collaboration offers a low risk environment for learning.
- Con: Not all students will contribute equally to the effort.
    - This can be distressing for those students who worry that:
        - their grade will be negatively affected by this, or
        - those who do little will benefit from the efforts of those who do a lot.
    - This can be addressed by asking group members to evaluate how the group functioned after the activity or project is completed.
    - Another strategy is to ask the group to assign tasks or responsibilities to each member, with clearly articulated roles.
- Con: Some students may take charge and steamroll others.
    - See strategies listed above that may help address this issue.

Real-world projects, clients

Perhaps the greatest way to ensure that students are engaged and interested in applying the course content is to present a real world problem. These projects offer opportunities to:

- Make professional contacts
- Add achievements to their resume
- See the use of their work in real time

Perhaps your institution has a *student-run agency* that works with outside organizations to tackle a project. Or maybe students can enroll in a *campaigns class* that focuses the entire semester on tackling a client-driven activity.

However, client projects can also be used *within a non-campaign course* to strengthen development of specific skillsets.

8: Ideas For The Online Classroom

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This chapter provides resources to teach undergraduates and graduates in an online environment.

The Basics

When most people think of the college experience, they think about face-to-face classrooms. But online programs and courses continue to expand. First and foremost, it increases access for students. Secondly, it allows institutions to recruit and hire faculty who might not be able to teach in a traditional campus classroom – whether it's because they work full-time, live in a different city or need the flexibility.

Online courses can be taught synchronous or asynchronous. When you're asked to teach online, it should be one of the first questions you ask. This will help you determine if you can commit the time to either one. Synchronous requires both you and the students to commit to a specific schedule. Asynchronous courses will require the same amount of time but are built and completed on a flexible timeline.

Either way, there are many differences in preparing and teaching online courses. The Vanderbilt Center for Teaching offers more specifics.

Course Planning

To build on the suggestions in Chapter 3, here are some additional ideas for preparing your online course:

1) In addition to prior syllabi for the similar course, ask if you can have access to an earlier version of the online course.
2) Ask some additional questions of your supervisor or a trusted faculty member such as:
    a. What are common characteristics of students who take this course? Primarily on-campus or online students? Non-traditional or traditional age? Are they usually full-time or part-time students?
    b. What are the institution's requirements for interaction with students? Are you required to grade or provide weekly feedback? Or can modules cover multiple weeks?
    c. Is there a typical deadline for online assignments (e.g. Friday afternoons, Sunday evenings, multiple deadlines within the week)? While this is often left up to the instructor to decide, students may often expect a certain amount of time to complete assignments.

    d. What additional policies or information should be in my syllabus? For example, some universities may also have a technology usage policy. Some faculty also include policies on professional online interactions.
3) As you prepare your syllabus, be explicit as possible. While you can send short videos or emails to clarify a point, it's not the same as face-to-face interaction. Including assignment descriptions, a clear, detailed assignment schedule and rubrics can help improve clarity around expectations.
4) Make sure you have sufficient tech support - a combination of university resources plus your own. You often have to be your own IT Department as an online instructor.

Additional Ideas to Consider

- In addition to writing introductions at the beginning of the semester, encourage students to submit short videos.
- Team learning projects are possible in an online environment. However, make sure you clearly outline expectations including team communication and evaluation. Give teams plenty of time to meet deadlines since planning team meetings may be more difficult due to student schedules.
- Classroom discussion forums are fairly standard within online courses. Look for ways to increase engagement by well-thought out prompts and questions, using the boards as a way for students to apply reading (rather than discussing the reading itself), share examples they've found while discussing their relevancy to the material, or perform short application exercises and discuss the results.
- Consider setting up one-on-one video conference chats (Skype, Zoom, etc.) with students. These can work best as introductions in the early weeks of the course or as a part of feedback after major assignments.
- Set up office hours that work with your students' schedules. Since many online students also work, being able to reach you during lunch or in the evenings could be advantageous. You can be online during a specific time (using programs such as Blackboard Collaborate, Skype, Zoom), or make specific appointment times available.

The Chronicle of Higher Education offers a guide to online teaching. It outlines 10 essential principles and practices.

1) Show up to class – create your own schedule for when and how you will interact with the class.
2) Be yourself – just like in the face-to-face classroom, let students know your authentic self.
3) Put yourself in their shoes – what tools and information can you provide to help students who are basically working in isolation?
4) Organize content intuitively – make it easy to find materials for each week's module.
5) Add visual appeal that's universally accessible – ensure that all students can engage visually with the content including those with disabilities.
6) Explain your expectations – while we've touched on this throughout the guidebook, this can't be emphasized enough.
7) Scaffold learning activities – this is something you may naturally do in a face-to-face classroom; it has to be built into online ones.

8) Provide examples – anticipate examples that students may need to complete assignments.
9) Make class an inviting, pleasant place to be – make students feel welcome and comfortable in your online classroom.
10) Commit to continuous improvement – realize that there's always an opportunity to learn and improve.

9: The Structure Of A College/University And Where You Fit In

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In this final chapter, we explore the academic hierarchy, leadership titles, and the role of faculty.

Does the chancellor answer to the president or vice versa?

Universities and colleges are structured in many different ways. Often universities are part of a broader state system of higher learning that includes other colleges. Sometimes only four-year colleges are in the group, while community college systems are governed separately. In other states, all or most of the public two-year universities and four-year institutions are under the same board.

Presidents and chancellors are the overall leaders of universities. Seraphin in CollegeXpress explains the president is the CEO or leader of the entire organization. When universities have multiple campuses, sometimes a chancellor will lead each campus, while the president oversees the overall institution. Some multi-campus institutions do not have a chancellor, and simply rely on a president to be the leader of the entire university.

Who the heck is a provost?

The provost is typically the chief academic officer of an institution and answers to the president or other overall chief executive of the university or college. Provosts supervise deans, and the deans in turn oversee directors and/or department heads.

According to Maghroori and Powers (2007), frequently the provost also carries the title of vice president of academic affairs. This dual responsibility often entails providing a vision for the university while serving in the vice president role (in concert with the president and others), and also working on day-to-day faculty and curriculum operations while carrying out the provost's duties.

What do all those deans do?

I was told many years ago by a former supervising dean -one of my ideas was excellent, but to remember that "universities move at a glacial pace." Often as a faculty member and administrator, I've found this to be true. What might take a few hours or days to complete in a corporate or agency/firm setting often takes much longer in a college environment. This is not necessarily positive or negative, but often multiple approvals must be granted even in hiring someone to teach one class.

Where the public relations curriculum is placed varies greatly. Some universities offer a major, while others list the area as a concentration or minor. Additionally, some colleges or universities have a public relations department that oversees the public relations curriculum, while others have a broader focus of communication or a similar term for the unit supervising the curriculum. The number of classes specifically in public relations also differs between programs.

As long as adjuncts meet the institution's employment requirements, often deans and higher level administrators will defer the main decisions to department heads or directors in hiring adjuncts. Unfortunately, sometimes adjuncts are hired last minute or in emergency situations after a full-time faculty member moves, retires unexpectedly, or becomes ill. As discussed in the introductory section, anyone applying for an adjunct position should take this application process seriously by being ready to provide updated documentation, including a CV or resume, portfolio, and current references.

The value of the tenure track, non-tenure track, adjunct blend

As discussed in the introduction, there is a major shortage of faculty teaching public relations because of enrollment growths in so many programs. Many leaders in public relations education have realized there is tremendous value in having traditional academics with multiple advanced degrees teaching courses and also employing others who have learned primarily on the job and have much more professional practitioner experience. In addition to the program advantages of having more overall diverse opinions and attitudes, a greater general perspective on the profession, and increased networks for students and alumni, often universities save money by hiring more part-time faculty instead of full-time educators.

Faculty on the tenure track typically have a research requirement incorporated into their workload. They are usually evaluated on a triad of the teaching, research, and service to determine whether or not they receive tenure.

Full-time instructors and other non-tenure track faculty usually have a majority of their work assignment in their teaching load and may also incorporate some service responsibilities. There is typically not a research expectation.

Adjuncts are part-time faculty and are normally hired to teach a specified number of classes. There may be a commitment simply on a semester-to-semester basis, or on a longer term. Any research or service roles not included in the contract or agreement would be considered pro bono time donated by these teachers.

Some departments or public relations curriculum units include adjuncts in selected faculty meetings. Others view them more as consultants and they may have little contact with other part-time colleagues and full-time faculty, especially if they teach at night, on a satellite campus, or online only.

According to Gonzalez (n.d.), it is vital for anyone applying to teach at a university to understand the differences between working full time and being an adjunct. In addition to the part-time nature of the work, often adjuncts do not receive benefits other than the pay for teaching each class. However, some universities do provide insurance and other perks for part-time teaching faculty if they meet minimum load requirements (such as teaching a half-time schedule). Some adjuncts teach a class or two while still working in a full-time practitioner public relations position, while others retire from their careers and step into teaching.

Appendix

SAMPLE SYLLABI

- Advertising/PR Law & Ethics (Debbie Davis, Ed.D., ABC, APR, Fellow PRSA, Texas Tech University)
- Crisis Management (LaShonda Eaddy, Ph.D., APR, Southern Methodist University)
- Organizational Communication Assessment (Angela Sinickas, ABC, graduate level PR measurement course at Northeastern University)
- Principles of Public Relations (LaShonda Eaddy, Ph.D., APR, Southern Methodist University)
- Principles of Public Relations (Kristie Aylett, APR, Fellow PRSA, adjunct at Tulane University)
- Public Relations Administration (LaShonda Eaddy, Ph.D., APR, Southern Methodist University)
- PR Practicum (J. Scott Punk, APR, SCPM, adjunct at American University)
- Storytelling for Public Relations (Amy C. O'Brien, Ph.D.| Co-director, Public Relations Program, Department of English, Kutztown University of Pennsylvania)
- Writing for Public Relations (Amy C. O'Brien, Ph.D.| Co-director, Public Relations Program, Department of English, Kutztown University of Pennsylvania)
- Public Relations Writing, online course (Kristie Aylett, APR, Fellow PRSA, adjunct at Tulane University)
- Public Relations Writing (W. Patrick McSweeney, APR, Fellow PRSA, adjunct at Marquette University)

TECHNOLOGY TOOLS OUTSIDE THE UNIVERSITY

- Slack (www.slack.com): Slack is a free collaborative software (up to 10,000 messages) for teams. Used in professional workplaces, it allows you to share information, group students into teams and integrate other apps into the workflow.

- Kahoot! (https://kahoot.com/): **Kahoot**! is a game-based platform that makes learning awesome for millions of people all over the world. Sign up to create and play fun quiz games!

- Poll Everywhere (www.polleverywhere.com) : Audience Feedback, No Clickers Needed! Make Your Own **Poll** Today. Multiple Question Formats. Try It For Free. No Signup Required. Highlights: Live Interactive Audience Participation, Engage Your Audience Or Class In Real Time.

USEFUL WEBSITES

- AEJMC Public Relations Division Teaching Resources page https://aejmc.us/prd/teaching-resources/
- Institute for Public Relations https://instituteforpr.org/
- PRSA Educators Academy page https://www.prsa.org/educators-academy-section/
- The Museum of Public Relations http://www.prmuseum.org/

RECOMMENDED READING

Neff, B. & Johnson, T. L. (Eds.). (2015) Learning to teach: What you need to know to develop a successful career as a public relations educator. New York: PRSA. http://apps.prsa.org/Store/display/3G0012

Cooper, L. E., & Booth, B. A. (2011). *The adjunct faculty handbook* (2nd ed.). Los Angeles: SAGE. http://dx.doi.org/10.4135/9781452204741