



**Building Respect for PRSSA on Your Campus**  
**Facilitated by Dr. Karen Weber, Faculty Adviser,**  
**University of Nebraska at Omaha, School of Communication**

PRSSA Chapters can gain and build respect on their campuses by fostering “strong campus citizenship.” In essence, show you are about your university and the community by demonstrating civic responsibility.

1. Forge partnerships with other campus and civic or nonprofit groups. Service learning projects can benefit both the university and the community. These collaborative efforts create good will and showcase the diverse talents of your students. By leveraging the talents of your students and building upon their successful service, you will help build relationships that can lead to other opportunities such as internships and clients if your Chapter has a student-run agency.
2. Participate in community service that allows students to practice their public relations skills and gain positive media coverage. This in turn enhances the reputation of not only your Chapter but your department and school.
3. Highlight your accomplishments. Make sure to keep a record of your service, awards and scholarships.
4. Take advantage of utilizing your campus and local media to publicize your Chapter news. Post your activities on your department and school websites. Make sure your faculty knows of the accomplishments of your Chapter and its members.
5. Work to strengthen your relationship with your sponsoring PRSA Chapter and make sure your administration knows about the professional development opportunities afforded to PRSSA members such as attending conferences and workshops or participating in mentoring or job shadowing programs.
6. Be open to other majors by recruiting a diverse group of dedicated students.
7. Participate in state, regional and national award programs such as the annual Paper Anvil Awards. These awards can bring recognition to your Chapter.
8. Volunteer a group of students to make a presentation about PRSSA and its benefits to incoming freshman open houses.

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**Weathering the Times**  
**Facilitated by Dr. Joe Trahan, Faculty Adviser, Georgia State University**

1. Thank You Letter from PRSA National President to each Faculty Adviser's University Leaders.
  2. Encourage EAC to allow programs with only Fulltime Faculty to apply for PRSA Certification.
  3. Develop a Strategic Communications Plan that proves the value of PRSSA to the university.
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## **Student Agencies**

**Facilitated by Dr. Robert Pritchard, Faculty Adviser, University of Oklahoma**

*Note: Dr. Pritchard also has a PowerPoint presentation on this topic that he is willing to share. If you would like a copy, please contact me at [henderso@uwosh.edu](mailto:henderso@uwosh.edu).*

1. Best practice for building a student-operated agency is to have the initial discussions at the faculty level focusing on the desired pedagogical outcomes.
  2. It's wonderful if you have purpose build facilities, but the agency has to have a dedicated space, at the very least.
  3. The reality today is that you will probably have to build the agency without relying on university funding, but as a self-sustaining enterprise.
  4. Best practice for alignment with PRSSA is a hybrid arrangement where the agency is autonomous, but leadership serves on the executive board of PRSSA to ensure they remain connected.
  5. Regardless whether the agency is a volunteer organization or students receive credit, both are successful, but there is more incentive for students if its credit.
  6. Teaching load is an absolute imperative to ensure instructor motivation; you're certainly going to put in the time and effort to qualify.
  7. Best practice for student selection is an application process, which includes a writing sample, followed by an intensive interview and portfolio review.
  8. Arranging the business practices to fall under the University's umbrella is not only best practice and prudent, but will save you a lot of headaches later.
  9. Clients aren't a problem; your clients will come through word-of-mouth and more quickly than you can imagine.
  10. The acceptable uses of excess revenue are to cover pre-professional student organization dues (which also meets one of PRSSA's national affiliation standards) and offset conference costs).
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## **Strengthening the PRSA/PRSSA Relations**

**Facilitated by Dr. Steve Iseman, Faculty Adviser, Ohio Northern University**

1. Faculty advisers need to be visible in PRSA Chapters. Regularly attending meetings, becoming active on committees and taking on board/leadership roles are all ways to help elevate and strengthen the relationship between your students and practitioners in your sponsoring PRSA Chapter. This is tough to do for faculty members on top of teaching/advising/research and service responsibilities but is critical to helping students bridge the gap between college campus and career.
  2. Use the existing 'Young Pro' group in your PRSA Chapter. Members in this group are closer to college-age and have a more immediate understanding of the value of student/practitioner relationships. Students also are more comfortable approaching and interacting with younger practitioners so are more likely to take advantage of networking opportunities with them. If there is no active 'Young Pro' program in your area an alternative is to nudge your PRSA Chapter into establishing or expanding the PRSA/PRSSA liaison committee so that it includes student representatives.
  3. Take advantage of your alumni network - hopefully lots of these folks are already active in PRSA. Graduates of your program are already familiar with you and what your students need and have a built in affinity for your institution. Reaching out to them is easy with the help of your campus alumni office that can sort graduates by degree/location/year or any other way that is helpful.
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**Surviving Bateman: Tips on the Bateman Case Study Competition**  
**Facilitated by Dr. Cathy Rogers Faculty Adviser, Loyola University New Orleans**

1. Academic credit. For students and professors, class credit is helpful. Students earning credit are more likely to be accountable, and the learning outcomes are more certain. Institutions offer credit in a variety of ways:
    - a. Three hours: the Bateman team operates as one team in a Campaigns course in the spring, or as its own course. Students meet informally to work on research in the fall.
    - b. Six hours: Students earn independent study credit in the fall, and are part of a hybrid Campaigns class or their own class in the spring. A few universities offer 3 hours for the research component in the fall and 3 for execution and entry development in the spring.
    - c. While I strongly urge institutions to offer credit, I question the curricula integrity of granting more than three hours.
  
  2. Team composition/recruitment
    - a. An application process serves to position the Bateman experience as an elite opportunity. Our process requires an application, a cover letter, and an interview. Attached is a sample fact sheet and application that I've used.
    - b. While students with internship and/or Campaigns or capstone course may seem ideal, younger students might be more enthusiastic and committed to the project. I've learned that commitment, responsibility, initiative and stability can be more important than advanced course experience.
    - c. Participants have tangible outcomes for their portfolio including event execution, news coverage, relationships in the community. Paramount is the opportunity to get feedback from PRSA members.
  
  3. Other considerations
    - a. Of course, being in the Top three is most desirable, but teams can get coverage and recognition in campus media, internal university publications, particularly alumni newsletters. Consider entering the campaign or elements of the campaign in your local PRSA Chapter's annual awards competition.
    - b. Bateman affords students the opportunity to hone public relations skills but also to learn about professionalism, time management, ethics, etc. Attached is the professionalism contract team members sign at their first meeting.
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**Sample Bateman Team Application**

**2009 Bateman Team**  
**PRSSA-Loyola University New Orleans Chapter**

**Attach a cover letter and resume** and submit electronically to Dr. Rogers at [crogers@loyno.edu](mailto:crogers@loyno.edu) and by **hard copy** to room 309, Communications/Music building by **3 p.m., Sept. 15.**

Name: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

List courses/times/dates for fall 2008:

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List proposed courses for spring 2009:

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|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List part-time jobs, job title, supervisor and number of weekly work hours for fall 2008.

- |    | Location | Title | Hours | Supervisor |
|----|----------|-------|-------|------------|
| 1. | _____    | _____ | _____ | _____      |
| 2. | _____    | _____ | _____ | _____      |

List internships, title, supervisor, and weekly work hours for fall 2008.

- |    | Location | Title | Weekly Hours | Supervisor |
|----|----------|-------|--------------|------------|
| 1. | _____    | _____ | _____        | _____      |
| 2. | _____    | _____ | _____        | _____      |

List completed internships or other public relations work experience.

- |    | Location | Title | Weekly Hours | Supervisor |
|----|----------|-------|--------------|------------|
| 1. | _____    | _____ | _____        | _____      |
| 2. | _____    | _____ | _____        | _____      |
| 3. | _____    | _____ | _____        | _____      |

Circle your skill level and describe your experience in each of the following areas:  
(0=no skill and 5=high skill)

RESEARCH    0    1    2    3    4    5  
(list software you can use, including statistical analysis software)  
\_\_\_\_\_  
\_\_\_\_\_

WRITING    0    1    2    3    4    5  
\_\_\_\_\_  
\_\_\_\_\_

EDITING    0    1    2    3    4    5  
\_\_\_\_\_  
\_\_\_\_\_

PROBLEM SOLVING    0    1    2    3    4    5  
\_\_\_\_\_  
\_\_\_\_\_

LEADERSHIP    0    1    2    3    4    5  
\_\_\_\_\_  
\_\_\_\_\_

CREATIVITY    0     1     2     3     4     5

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INTERNET RESEARCH   0     1     2     3     4     5

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TEAM WORK    0     1     2     3     4     5

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PUBLIC SPEAKING    0     1     2     3     4     5

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TIME MANAGEMENT   0     1     2     3     4     5

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COMPUTER SKILLS    0     1     2     3     4     5

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LAYOUT and DESIGN   0     1     2     3     4     5  
(list software) \_\_\_\_\_

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PHOTO SCANNING    0     1     2     3     4     5

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INTERNET RESEARCH   0     1     2     3     4     5

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POWER POINT    0     1     2     3     4     5  
(or other presentation software) \_\_\_\_\_

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RESPONSIBILITY    0     1     2     3     4     5

Consider past class group projects and rank your level of RESPONSIBILITY. List the projects below.

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If selected, how interested/willing would you be in the position of Account Executive/Team Director?  
0     1     2     3     4     5     (0=no interest; 5=high interest)

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Describe your most common **strength** when working with a group.

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Describe your most common **weakness** when working with a group.

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What is your current overall GPA? \_\_\_\_\_ Major GPA? \_\_\_\_\_

On the back or a separate sheet,

- a. list your class schedule **this** semester including class name, day, and time.

Class

Day

Time

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- a. List your work/internship schedule **this** semester.

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