

Advertising Education

Yesterday - Today - Tomorrow

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Billy I. Ross

Preface

It has been forty years since the study, *Advertising Education: Programs in Four-Year American Colleges and Universities*, was published. As an update to that study, *The Status of Advertising Education*, was published in 1991.

The first study was published through the co-sponsorship of the American Academy of Advertising and the American Association of Advertising Agencies.

Thanks to the late Bart Cummings, who at the time was chairman of the Advertising Education Foundation Board of Directors, the second study was published.

This, the third edition, is being supported by the Manship School of Mass Communication at Louisiana State University and the College of Mass Communications at Texas Tech University.

I have asked two advertising educator colleagues to join with me in researching and writing this edition. They include Anne Cunningham Osborne, associate professor at Louisiana State University and Jef I. Richards, professor at the University of Texas. Alan Fletcher, retired professor at Louisiana State University, also joined us as copy editor.

As in the first two editions, most of the current primary data, come from the 2005 directory, *Where shall I go to study advertising and public relations?* The data used in the study pertain to advertising and joint advertising/public relations programs. It does not include the data on public relations programs.

It is our hope that the information provided in this edition will be helpful to students, teachers, administrators, counselors and professionals. Should you need to reach any of us for further information, you may use the e-mail addresses listed below.

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Chapter I - Introduction

Advertising education, an academic discipline, has been taught on college campuses for a century. In fact, the first course with the title of “Advertising” was taught at New York University in 1905. Today, a hundred years later, approximately 150 colleges and universities have advertising education programs.

The term, “advertising education” will be used here to refer to collegiate courses in advertising designed to prepare students to enter the advertising profession. It should be noted that many schools refer to their program as “Advertising & Public Relations.” In this book, for the purpose of brevity, both advertising and joint advertising/public relations programs will be reported as advertising programs, unless separate identification is needed. An abbreviation for strictly advertising programs will be ADV; the abbreviation for joint advertising/public relations programs will be AD/PR.

Not all agree on this restricted definition of advertising education. Some advertising practitioners regard advertising education as three pronged:

- Education about advertising — the education of the masses to the importance of advertising in the American economy.
- Education in advertising — the education that should be carried on within the advertising profession to keep the workers aware and abreast of current industry happenings.
- Education for advertising — collegiate education designed to prepare students to become advertising practitioners.

This book is concerned with education for advertising.

The Situation

Advertising education, as with most other types of professional education, has had its ups and downs in the 100 years it has been a part of curricula. Also, during this period diverse academic interests have created diffused patterns of curricula and emphasis.

It is difficult to obtain a clear picture of the extent and scope of advertising education. Which academic divisions teach advertising courses? And, what courses are included in various advertising curricula?

Also, it has been difficult to learn which institutions offer integrated course programs in which students may earn an advertising major, minor, or area of concentration. And which colleges and universities list advertising courses in catalogues but seldom or never teach them?

It also has been difficult to learn whether institutions actually offer majors in advertising or offer majors in marketing or journalism with courses in advertising.

The purpose of this study is to provide information on these broad problems and to specifically answer these questions:

1. What is the early history of advertising education in the United States?
2. What institutions now offer advertising programs?
3. What do these institutions call these programs?
4. In which academic divisions are the advertising programs located?
5. What advertising courses are taught by the institutions with advertising programs?
6. What institutions offer advertising courses on the graduate level? How extensive are these programs?
7. In what way do advertising practitioners and organizations cooperate?
8. How many advertising students are enrolled in various advertising programs?
9. How many and what are the backgrounds of the faculty members who teach advertising courses?
10. How many advertising students graduate each year?

11. Should advertising education be accredited by its own peers?
12. What do advertising educators think about the future of advertising education?

The Scope

The study includes virtually all of the schools in the United States with advertising education programs. The schools included have indicated programs designated to educate students interested in a career in advertising. The schools included fulfilled these requirements:

1. The school has indicated a recommended sequence of courses for the advertising student.
2. The school's catalogue states that an advertising program exists
3. The school requires at least three specifically titled advertising and/or public relations courses.
4. The college or university is regionally accredited.

Also, the book is broad in content. It will include the early history of advertising education, curricula, trends, enrollments and statistics on faculty and graduates, information on various advertising organizations and projections for the future of advertising education.

Previous Studies

No previous studies have covered as many aspects of advertising as will this study. Studies do, however, treat segments of advertising education.

Two of the earliest studies were conducted by Charles L. Allen at Oklahoma State University. The first study, "Survey of Advertising Courses and Census of Advertising Teachers," was conducted for the American Academy of Advertising in 1960.

Allen's second study was in 1962 when he surveyed 35 institutions with major programs in advertising education. Tables included information on the number of advertising majors and graduates of 1960, the course requirements for advertising majors

and two summary tables. The first summary table presented the ideal academic requirements for the advertising major based on viewpoints of advertising educators. The second table summarized the current requirements for the advertising majors in semester hours and subjects.¹

Although Allen's second report has been cited frequently as presenting a representative picture of advertising education in 1962, it has been criticized for excluding several of the large and well established schools that had been accredited by the American Council on Education for Journalism.

An earlier study that has been cited often was by Gordon A. Sabine at Michigan State University. His study was conducted for the School-College Co-operation Committee of the Advertising Federation of America.

Current Study

This study included 39 programs in advertising and the 67 faculty members reported as teaching at least half-time in these advertising programs. It included such information as faculty members' academic degrees, practical and classroom experience, and average age. This report did not delve as deeply into advertising curricula as Allen's studies but showed where the advertising programs were located in the academic divisions of the 35 institutions.²

A 1959 study by George Link, Jr. and James E. Dykes, University of Kansas, described advertising courses of study at colleges and universities with schools or departments of journalism accredited by the American Council on Education for Journalism.

The Dykes and Link study presented tables that included percentages of liberal arts and professional course work, titles of advertising courses, whether the major is in business and/or journalism and the semester hour credit value for each advertising course. The information was obtained from current catalogues and a mail questionnaire.³

George T. Clarke's *Bibliography of Advertising and Marketing Theses for the Doctorate in United States Colleges and Universities 1944-1959*, listed dissertations by name, institution and date.⁴

A study of graduate advertising education by Vergil Reed and John Crawford, jointly sponsored by the Columbia Graduate School of Business and the American Association of Advertising Agencies, presented data from a small sample. It included information on the number of graduate advertising courses and the number enrolled in these courses. Information was sought from four sources: graduate schools exclusively; colleges or schools of journalism/communications where graduate degrees in advertising are offered; integrated universities where advertising is taught at both graduate and undergraduate levels; and advertising executives.⁵

Donald G. Hileman, editor of *Linage* magazine, the official publication of Alpha Delta Sigma, gathered and published three articles on advertising graduate education. Each of the articles was titled, “A Guide to Graduate Study,” and published in the fall *Linage* issues of 1968, 1970 and 1972.⁶

F. T. Marquez, Temple University, described what agency presidents in Pennsylvania and New York thought should be included in an advertising curriculum. The article, “Agency presidents rank ad courses, job opportunities,” appeared in the July 1980 edition of *Journalism Educator*.⁷

In the Spring 1984 issue of *Journalism Educator*, Russell C. Doerner presented the findings of a University of Missouri School's Future Committee on Communications 1990 as pertained to advertising education. He listed several changing needs:

- The continuing need for effective communicators.
- Greater marketing and management skills.
- Increased concentration on media planning and buying.
- More sophisticated computer literacy.
- Continued exposure in liberal arts.
- Heightened awareness of the impact of law and government.
- Need to uphold ethical and moral standards of the industry.
- Ability to adapt to a changing world.
- Measuring effectiveness and the use of advertising research.
- Acquisition of specific how-to, hands-on skills and know-how.

The Committee's recommendation brought about many changes in the University of Missouri curriculum.⁸

Jean Johenning and John Mazey asked professionals to rate an ideal curriculum for ad majors in a 1984 *Journalism Educator*. The study included recommendations for major and non-major courses.⁹

“Future advertising education: ideas on a tentative discipline,” was an article written by Kim Rotzoll in 1985. Looking to the 21st century, Rotzoll said, two premises occur:

Advertising education will continue to reflect existing advertising practice. Advertising education may mature, by concentrating on a deductive, principles-first approach built around a corpus of knowledge in advertising's enduring areas of concern.¹⁰

In Lee B. Becker's, “Enrollment levels off after boom decade,” printed in the Autumn 1989 issue of *Journalism Educator*, one table projected that 128 schools offered advertising/public relations sequences.

The annual study of journalism schools reveals current and projected enrollments in all journalism sequences.¹¹

A study, “25-year advertising enrollments,” by Billy I. Ross and John S. Schweitzer, in the Spring 1990 edition of *Journalism Educator*, revealed the trends of advertising enrollments since 1965.¹²

“The rankings of advertising programs by advertising educators,” by Jef I. Richards and Elizabeth Taylor asked 143 heads of advertising programs to rank both undergraduate and graduate advertising programs.¹³

“Thoughts about the future of advertising education,” by Deborah K. Morrison explored where the advertising faculty of the University of Texas sees advertising education going, especially if new sources of funding are not found from external sources.¹⁴

In the Spring 2002 column, “Invited Commentary On Reflection,” of the *Journal of Advertising Education*, Steven M. Edwards discussed the infrequent changes in an advertising curriculum that we hope improves what we offer students.¹⁵

A panel led by Eric Haley, University of Tennessee, discussed “Ensuring the Longevity of Advertising Education at U. S. Universities,” pointed out that advertising programs may face particularly close examination given they are often seen as a specialty

program and not inherently central within the paradigm of the tradition university as compared to natural sciences or the basic arts and sciences.¹⁶

A sample of advertising major at Florida International University students rated different aspects of their future in advertising and their reasons in deciding to major in advertising. The highest rated factor was importance for career preparation followed by an outlet for writing¹⁷

Jason Chambers' article in the 2003 issue of *Journal of Advertising Education* discussed the value of incorporating diversity into the advertising curriculum. In a course that he taught at the University of Illinois he used a combination of historical and contemporary analysis of the use of racial and ethnic images in advertising.¹⁸

“Where does the advertising program fit today and where should it reside in the future?” was the title of a panel at the 2004 American Academy of Advertising meeting organized by Betty J. Parker, Western Michigan University. One conclusion by panelist Jef I Richards, University of Texas, was that the advertising program should reside where it can thrive. The most highly recognized advertising programs are the ones that have the independence to grow and flourish.¹⁹

Although other studies relevant to advertising education have been conducted, these are considered the most pertinent and timely. Summaries and findings from them will be incorporated into this current study.

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Chapter II - History of Advertising Education

Professional education has grown rapidly since the beginning of the 20th century. Yet, while law, engineering, theology and science are well-established in the curriculum, journalism, marketing and advertising are relative newcomers to the college campus.

Historically, advertising education has been directly connected with two academic areas: journalism and business, with its subdivision, marketing. These two areas control most of advertising education. Because of their interrelationship, some historical background on both journalism and business is needed.

Journalism Education

A course in news writing and editing given in 1869 at Washington College (now Washington and Lee University) was the beginning of journalism education.¹ Kansas State College followed in 1873 with a course in newspaper printing. In 1878 the Department of English at the University of Missouri offered a journalism course taught by its chairman, Professor David Russell McAnally.²

In 1893 Joseph French Johnson at the Wharton School of Business, University of Pennsylvania developed the first journalism curriculum in the United States. The program of study included five courses:

- Journalism - Art and History of Newspaper Making. One hour. Professor Johnson.
- Journalism - Law of Libel, Business Management, Typographical Union, Cost and Revenue, Advertising, Method of Criticism, etc. One hour. Professor Johnson.

- Journalism - Newspaper Practice, Exercises in Reporting, Editing of Copy, Conversations, etc. Three hours. Professor Johnson.
- Journalism - Current Topics, Lectures on Live Issues in the United States and Foreign Countries. Three hours. Professors Johnson, Cheyney, Falkner, and Robinson, Dr. Adams, and Mr. Munro.
- Journalism - Public Lectures by Men Engaged in the Active Work of the Profession.³

The mention of advertising in the second course is among the first notations of its inclusion in a college course. Similarly, the first journalism course at the University of Illinois, offered in 1902 by the Department of Rhetoric and Oratory, is described as:

Rhetoric 10. Business Writing-Business Correspondence, the making of summaries and abstracts, advertising, proof-reading, and the preparation of manuscripts for the press. I, III, Tu. Th. 4; (2) Professor Clark. (Open only to students in the business courses.) Required: Rhetoric and Oratory 1 or 2.⁴

One of the pioneers of professional education in journalism was Charles W. Eliot, president of Harvard University, who prepared a course of study for journalism education that included:

- Editorial work, including news and editorial writing
- Operation of the business office
- Operation of the advertising office
- Close connection with the mechanical department.⁵

Although Eliot's plan was not tried at Harvard, it was put into operation at the University of Missouri in 1908 when Walter Williams became dean of the world's first school of journalism. Courses in journalism had been taught at Missouri for more than 30 years at that time. The catalogue of 1898, 1899 and 1900 mentioned advertising content in one course – “Newspaper Making: Business management,

cost and revenue, advertising, editorials, reporting, clipping from exchanges, methods of criticism.”⁶

Dean Williams, who included advertising as a part of journalism education, wrote in his *Journalists Creed*:

I believe that advertising, news, editorial columns should alike serve the best interests of the readers; that a single standard of helpful truth and cleanness should prevail for all; that the supreme test of good journalism is the measure of its public service.⁷

That advertising courses have continued to flourish under journalism education was noted in James L. C. Ford's unpublished thesis on the subject, which stated that by 1926-27, 90 percent of twenty journalism schools offered advertising courses; by 1936-37, the figure had risen to 93 percent of thirty-two schools.⁸

Business and Marketing Education

As with journalism education, business education rarely was found in the college curriculum before the turn of the century. James E. Hagerty, one of the pioneer teachers of marketing, wrote in 1936 that only three colleges of business administration existed before 1900.⁹ The first, the Wharton School of Business at the University of Pennsylvania, was started in 1881; the universities of California and Chicago started schools in 1898.

There is disagreement about which institution offered the first marketing course. H. H. Maynard contended that the first course was offered by the Economics Department of the University of Michigan in 1902. Assistant Professor E. D. Jones taught the course titled "The Distributive and Regulative Industries of the United States."¹⁰

Simon Littman, also an early marketing teacher, claimed that the course "The Techniques of Trade and Commerce," which he taught during the 1902-03 school year at the University of California, was overlooked by Professor Maynard. He also claims that Professor G. M. Fisk offered a similar course at the University of Illinois the same year.¹¹

Apparently, a number of courses in marketing were offered during the first 10 years of the new century; however, few of them carried the title of marketing. Probably the first course with the title of marketing was offered at the Wharton School, University of Pennsylvania, in 1904. This course, "The Marketing of Products," included advertising in its content. The course description reads:

The method now practiced in the organization and conduct of the selling branch of industrial and mercantile business. The principle subjects in the field are publicity, agency, advertising, forms and correspondence, credit and collections, and terms of sale.¹²

The 1904-05 school year was also the starting date for courses at Dartmouth University and Ohio State University. A special bulletin on Business Administration and Social Service, issued in 1906 by Ohio State University, listed a course that mentioned advertising content:

40. Mercantile Institutions. 3 credit hours, 1st and 2nd terms. Mr. Hagerty....advertising, its psychological laws, its economic importance and the changes it has introduced in selling goods.¹³

In the spring of 1909, Professor Paul T. Cherington taught a course at Harvard College on "Commercial Organization and Method" that included lectures on advertising.¹⁴ The University of Pittsburgh offered its first marketing course, "The Marketing of Products," in 1909.¹⁵

By the beginning of the second decade of the 20th century, marketing courses were taught in several institutions.

Advertising Courses

New York University was the first institution to offer a course listed as "Advertising." W. R. Hotchkiss, advertising manager of the John Wanamaker Company, taught "Advertising" during the 1905-06 school year.¹⁶ Maynard contended that courses in

advertising and salesmanship were started at New York University in 1905 and 1907 respectively. He claimed that both were dropped in 1909.¹⁷

In 1908, Northwestern University offered a course in advertising taught by Walter Dill Scott, one of the first outstanding teachers of advertising and later the president of Northwestern. The course was entitled "Psychology of Business, Advertising, and Salesmanship."¹⁸ The University of Missouri's School of Journalism offered its first advertising course, "Advertising and Publishing," in 1908. Charles G. Ross, who later became President Harry S Truman's press secretary, taught the course.¹⁹

Table 2-1
Decade in which first advertising course was offered

Period Starting Courses	No. Institutions
1900-09	5
1910-19	11
1920-29	15
1930-39	13
1940-49	17

Two institutions started advertising courses in 1909: the University of Kansas and Indiana University. Iowa State University and the University of Wisconsin followed in 1910.

Of the 77 schools listed in the 1965 edition of *Advertising Education*, 61 schools had started advertising courses prior to 1950. Table 2-1 indicates the number of schools starting advertising courses up to that period.

The periods of 1920-29 and 1940-49 accounted for the largest increase, with 15 and 17, respectively. The five-year period 1945-49, right after World War II, saw 16 institutions start their first advertising courses.

The total number of advertising courses has increased rapidly since 1905. A study by Harold E. Hardy using information from the Advertising Federation of America's *Directory of Advertising, Marketing and Public Relations Education*,²⁰ reported that of 299 institutions listed in 1930, 197, or 65.1 percent, taught courses in advertising. By 1950, 482 showed offerings in advertising.²¹

Advertising's First Home

As noted previously, most early advertising courses were taught in journalism and business. Further examination shows that within business, advertising was taught in a variety of places. As Table 2-2 shows, the most mentioned area was journalism departments. However, if all the traditional business areas were included (namely marketing, business, commerce and retailing) business was larger.

Table 2-2
Academic division under which advertising first was taught

Division	No. Institutions
Journalism	30
Marketing	21
Business	12
Commerce	2
Economics	2
Psychology	1
English	1
Philosophy	1
Advertising	1
Retailing	1

The unusual entries in the table include courses started in English, psychology, economics, commerce, philosophy and retailing.

The University of Kansas was the only institution that began its advertising courses in the Department of English (1909). The University of Kentucky's first courses were in the Department of Psychology (1925) and the University of Wisconsin's were in the Philosophy Department (1910).

One of the pioneer institutions, the University of Illinois, began its advertising courses under commerce (1914) and City University of New York (1922) founded its courses under economics. The only institution to begin its program under retailing was Long Island University (1949). Fairleigh Dickinson (1945) is the only school that originated advertising courses under a division of advertising.

When the business areas are added together the first advertising courses were taught at 36 institutions; 31 institutions taught courses in journalism/mass communications; and at five institutions the courses started in liberal arts areas.

Contrasting these figures with 148 institutions that have advertising educational programs in 2005, 140 are located in journalism/mass communications or other arts and sciences disciplines and eight in business/marketing areas.

Advertising Programs

Confusion exists about the starting date of the first major program in advertising. The late Milton Gross, assistant dean of the University of Missouri School of Journalism, claimed that an organized major program at that school started around 1913. Yet, in a bulletin published by the School of Journalism in 1959, under a section headed "sequences," Arthur Katz wrote "In 1908 after the founding of the School, two major sequences were developed - advertising and news-editorial."²² Regardless of which was correct, Missouri has been acclaimed the first institution to offer an advertising program.

Another institution among the first to develop a program in its Department of Advertising and Marketing was New York University. The program was begun in 1915. From an article in *Advertising Age*, Professor Burton Hotchkiss was quoted as head of the Department. He commented, "We never had to sell the idea of advertising."²³

Table 2-3 shows the number of institutions with advertising programs since the turn of the century.

Table 2-3
Number of institutions with advertising programs

Year	No. Institutions
1910	1
1920	6
1930	10
1940	19
1950	43
1960	59
1970	64
1980	90
1990	111
2000	152
2005	148

Aside from the University of Missouri's early date, from 1910 through 1919 programs under marketing were started at New York University, Marquette University (1916), Northwestern University (1919) and the University of Wisconsin around 1917. A program under journalism was begun at the University of Oklahoma (1919).

During the 1920s four programs were started: City University of New York, Creighton University, New York University Graduate School and Ohio University.

Graduate Advertising Courses

The first graduate course in advertising was offered in 1921 by the University of Missouri School of Journalism. Two years later, New York University Graduate School of Business started courses, and around 1924 the University of Kansas began its first course.

During the Depression years of the 1930s, only three institutions started courses: the universities of Georgia, Oklahoma and Oregon.

Pioneer Advertising Educators

Although publishing is not the only yardstick to measure success of an academic discipline, it is one accepted way to do so.

Hence, a review of some of the early authors, researchers and teachers is in order.

In his chapter on advertising in *The Development of Marketing Thought*, Robert Bartels discussed the early writer-educators of the century.²⁴ He pointed out that psychologists were among the earliest writers on advertising subjects. Walter Dill Scott, professor and president of Northwestern; Harry L. Hollingworth, instructor at Columbia University; and Henry F. Adams, professor at the University of Michigan, were among the outstanding pioneers of advertising education.

Writings in the 1920s by Otto Kleppner, lecturer at New York University, Daniel Starch, professor at Harvard University and the University of Wisconsin, and A. J. Brewster and H. H. Palmer, professors at Syracuse University, helped establish the advertising thinking of the period.

Many advertising teachers have been instrumental in the advancement of advertising education and some who went on to establish a name for themselves in the profession. Here are few of those who should be recognized:

- Henry F. Adams, professor at the University of Michigan, considered among the outstanding pioneers of advertising education.
- Robert Bartels wrote many of the early articles on marketing thought that helped serve as a guide for advertising education. In his book, *The Development of Marketing Thought* he discussed early writer-educators of the century.
- Neil H. Borden while a professor at Harvard wrote the classic book, *The Economic Effects of Advertising*, in 1942.
- J. Brewster one of early teachers of advertising at Syracuse University where he and H. H. Palmer helped establish the advertising thinking of the period.
- Ralph Starr Butler was an assistant professor when at 26 wrote *Advertising, Selling and credits* while on the extension division faculty. He later went to General Foods where he became vice-president in charge of marketing.
- Joseph E. Chasoff was hired by the University of Missouri in 1911. He was the first full-time faculty member to be hired specifically to teach advertising

- Richard Carlton Christian was a professor of advertising and associate dean at Northwestern University. He was co-founder of Burson-Marsteller Public Relations and elected to the Advertising Hall of Fame.
- Paul Cherington one of the early pioneer teachers of advertising at Harvard in 1916. He was credited of writing the first true advertising textbook, *Advertising as a Business Force*, in 1914.
- Donald Walter Davis, a professor at Pennsylvania State University, a president of Alpha Delta Sigma and elected to the Advertising Hall of Fame.
- Harlow Gale used his psychology laboratory at the University of Minnesota for experiments of advertising. His first book on advertising was published in 1903, *The Theory of Advertising*.
- George Gallup taught at Northwestern and Columbia and was vice-president of Young and Rubicam. He is in the Advertising Hall of Fame and the Marketing Research Hall of Fame. He founded the Quill & Scroll society, which is an important honor for high school students in journalism.
- Harry W. Hepner, Syracuse University professor of psychology, was the founder of the American Academy of Advertising. His writings on the psychology of advertising were among the most accepted in the 1950s.
- George Burton Hotchkiss, although an English professor, established the Department of Advertising and Marketing at New York University in 1915. He was often referred to as the “Dean of Advertising Teachers.” He also gained fame as an advertising copywriter and was elected to the Advertising Hall of Fame.
- John E. Kennedy, famous Chicago copywriter who was one of the first professionals to proclaim that the advertising business and academics should work together for the good of advertising.
- Otto Kleppner, a student of Hotchkiss, wrote one the classic advertising textbooks of the period, *Advertising Procedures*.
- John B. Powell, University of Missouri, started the first journalism course in 1908 with the title including advertising

“Advertising and Publishing.” He later was the founder of Alpha Delta Sigma, national advertising fraternity, in 1913.

- Kim B. Rotzoll, professor and dean of the College of Communication, University of Illinois, author and teacher of advertising, whose primary interest was furthering the study and practice of ethical and socially responsible advertising. He was a Fellow and President of the American Academy of Advertising and the recipient of the Charles H. Sandage Award for Teaching Excellence. He was also the first recipient of the Kim Rotzoll Award for Advertising Ethics and Social Responsibility which was established by the Academy.
- Charles H. Sandage, author, teacher and administrator at the University of Illinois. He was a driving force for claiming the study of advertising as an institution within economic and social structure. He was a Fellow of the American Academy of Advertising and a member of the Advertising Hall of Fame. The Academy established the Charles H. Sandage Award for Teaching Excellence in his honor.
- Walter Dill Scott was director of the psychology laboratory at Northwestern in 1900 and did experiments of advertising. In 1903, his first book, *The Theory of Advertising*, was published. He later served as the president of Northwestern University.
- Daniel Starch, University of Wisconsin, offered a course, “The Psychological Problems of Advertising” in 1910. In 1914, he wrote the book, *Advertising - Its Principles and Technique*. Later he founded the Starch Studies.
- Walter Weir was a renowned copywriter and agency executive, who after retiring from advertising became a professor at the University of Tennessee and Temple University.
- James Webb Young was a principal at J. Walter Thompson Advertising Agency. He was one of the founders of the Advertising Council and the American Association of Advertising Agencies. He was a professor of advertising at the University of Illinois.

Some other early advertising educators who made contributions to the field include:

Charles L. Allen, Oklahoma State University
 Steuart Henderson Britt, Northwestern University
 Philip Ward Burton, Syracuse /Indiana Universities
 John H. Casey, University of Oklahoma
 George Clarke, New York University
 John W. Crawford, Michigan State/University of Oregon
 S. Watson Dunn, Universities of Wisconsin/Illinois/Missouri
 L. N. Flint, University of Kansas
 A. W. Frey, University of Pittsburgh
 Vernon R. Fryburger, Northwestern University
 Ned Garner, University of Wisconsin
 Milton E. Gross, University of Missouri
 Donald G. Hileman, Southern Illinois/University of
 Tennessee
 Richard Joel, Florida State/University of Tennessee
 D. E. Lucas, New York University
 Royal H. Ray, Florida State University
 Ernest Sharpe, University of Texas
 W. F. G. Thacher, University of Oregon
 Daniel S. Warner, University of Washington
 John S. Wright, Northwestern University
 Robert V. Zacher, Arizona State University

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 2. Sutton, Albert A. (1945) *Education for Journalism in the United States from its Beginning to 1940*, Evanston: Northwestern University, 10.
 3. O'Dell, 48.
 4. *Ibid.*, 68.
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 6. *Ibid.*, 89.
 7. *Ibid.*, 91.
 8. Ford, James L. C. (1974) *A Study of the Pre-War Curricula of Selected Schools of Journalism*, Unpublished Ph.D. thesis, University of Minnesota, 81.
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 12. Maynard, 383.
 13. Hagerty, 21.
 14. *Ibid.*, 22.
 15. *Ibid.*,
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 17. Maynard, 382.
 18. *Ibid.*, 384.
 19. Williams, Sara Lockwood (1929) Twenty Years for Journalism, Columbia, MO: E. W. Stephens Publishing Co., 80. *Bulletin, Announcements of the School of Journalism* (July 1910), 10.
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 22. Katz, Arthur (October 15, 1959) *University of Missouri Bulletin*, IX; *Announcements of Courses in Journalism* (1908-09), 11.
 23. Hotchkiss, Burton (January 15, 1963) *Advertising Age*, 224.
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Chapter III - Advertising Education Support Organizations

With the development of advertising education as an academic discipline, both student and faculty organizations were developed to support it. Each of the six organizations discussed in this chapter played an important role in supporting advertising education.

Three of the organizations were developed by and for faculty --- the National Association of Teachers of Advertising, American Academy of Advertising and the Advertising Division of the Association for Education in Journalism and Mass Communication.

The other three, Alpha Delta Sigma, Gamma Alpha Chi and the Academic Division of the American Advertising Federation were intended primarily for students. Both organizations also had active professionals as members and officers.

Only three of the organizations are active today: the American Academy of Advertising, the Advertising Division of the Association for Education in Journalism and Mass Communication and the Academic Division of the American Advertising Federation.

National Association of Teachers of Advertising (NATA)

George B. Hotchkiss, New York University, was the person most instrumental in the founding of the National Association of Teachers of Advertising. Twenty-eight persons attended the first meeting in Chicago in 1915. They included Harry Tipper, advertising manager of the Texas Company and part-time teacher at New York University; Walter Dill Scott, later president of Northwestern University; Ralph Starr Butler, early marketing educator; John B. Powell, founder of Alpha Delta Sigma at the University of Missouri; and Hugh E. Agnew, advertising and marketing educator.¹

Much of the discussion at the first meeting was centered on what should be taught in an advertising course and what academic discipline should be teaching it. Many thought it should be taught in psychology, some thought in business management and since the University of Missouri had already established an advertising program, many thought it should be in journalism.

The meeting was thought to be a success and the National Association of Teachers of Advertising was established. The first president was Walter Dill Scott. Hotchkiss was made secretary. A list of the presidents from 1916 until 1936 will be found in Appendix A. In an article written on the History of the American Marketing Association, Hugh E. Agnew wrote that the exact sequence in the list may not be correct during the first ten years.² A second meeting of the NATA was scheduled to be in St. Louis in 1917 but was cancelled when only three members attended. By 1924, membership grew to 70, representing 50 schools with many members coming from marketing. Prior to the formation of NATA, marketing had not emerged as a major discipline. Membership continued to increase with 448 members representing 157 schools by 1929.

In 1919, some of members met with journalism teachers at in Madison, Wisconsin, at which time it was agreed that with the help of the American Association of Advertising Agencies and the Association of National Advertising, case material and other types of information useful to teachers would be sent to NATA members. By 1924, L. N. Flint, University of Kansas, was made chairman of the Committee on Teachers' Materials, to coordinate the program. It was a position he held for a number of years.

With the addition of marketing teachers the name of the organization was changed to the National Association of Teachers of Marketing and Advertising in 1926. *Natma-Graphs* became the official publication for the association. It carried information on textbook reviews and other articles of interest to teachers.

In 1933, the name was changed to the National Association of Marketing Teachers. This organization united with the American Marketing Society in 1937 to form the American Marketing Association.

Alpha Delta Sigma (ADS)

Alpha Delta Sigma was founded on November 14, 1913 on the campus of the University of Missouri. The founder was, John B. Powell, an instructor of advertising, along with eight other charter members: H. J. MacKay, T. E. Parker, Oliver Gingrich, J. Harrison Brown, J. W. Jewell, Rex Magee, Guy Trail and A. C. Bayless. Powell was elected the first president. All presidents are listed Appendix B.

The founding body established three major objectives:

1. to combine in one fraternal body, students and actual workers in a field including many diversified interests and regarded by the lay public as the “advertising business,”
2. to have college training for advertising given greater recognition, both by college administrations and people actively engaged in the business of advertising, and
3. to raise by every legitimate means the prestige of advertising as a business and the prestige of those who earned their living from it.³

The fraternity, later changing the designation to society, started its expansion in 1914 with the addition of chapters at the Universities of Kentucky and Illinois. The first national convention was held in 1926 on the campus of the University of Missouri. Annual conventions were held until 1932 when the depression caused the organization to conduct its business by mail until 1938. The fraternity also did not have national meetings from 1943 to 1947 during World War II.

Although students were considered the primary members of the fraternity; faculty, advisers and professionals were invited to become members. Some of the most prominent professionals served as national president including Bruce Barton, chairman of Batten, Barton, Dustine & Osborn; Don E. Gilmer, Vice-president, American Broadcasting Company and Walter Guild, Guild, Bascom & Bonfigli, Inc.

The fraternity established many national awards for students, faculty and practitioners. In 1963 Philip Ward Burton, a former president, headed a Golden Fifty Committee for the planning of a 50th Anniversary meeting in Chicago. At that time the Fraternity

presented golden Benjamin Franklin medallions to 50 men who had served the ideals of the Fraternity in their careers in advertising and 50 to men who had most served the ideals of ADS in work for the Fraternity.

The first Sidney R. Bernstein Advisor Award was presented to Ernest A. Sharpe, University of Texas in 1968. The first Sixth Degree Key, regarded as the highest award, was presented to Robert W. Jones, University of Washington in 1931. The G. D. Crain, Jr. Advertising Education Award was first given in 1951 "to an advertising man who has rendered outstanding service to advertising education." The Nichols Cup was renamed The G. D. Crain, Jr. Advertising Education Award after the Foundation accepted the sponsorship of the award

A membership directory of ADS members from 1913 to 1966 was published in 1966 and listed more than 19,000 members.

In the 1967 convention, the National Chapter voted to embark on a close working relations with Gamma Alpha Chi, the women's advertising organization. After five years of discussion, the fraternity merged with Gamma Alpha Chi into ADS, the National Professional Advertising Society. In the fall of 1970, the headquarters was moved from Southern Illinois University, where it had been for nine years, to Texas Tech University. Ralph L. Sellmeyer became the executive director.

In 1973, ADS was merged into the American Advertising Federation in Washington, DC to form the Academic Division. The name "Alpha Delta Sigma" was retained by the Division as the Alpha Delta Sigma Honorary Society. For membership in the Society, an undergraduate must have a minimum of 3.25 GPA and a graduate student must have a 3.6 overall.

Gamma Alpha Chi (GAX)

Gamma Alpha Chi, national professional advertising fraternity for women, was founded at the University of Missouri on February 9, 1920. Founding members included Ruth Prather, Beatrice Watts, Ella Wyatt, Alfreda Halligan, Elizabeth Atteberry, Allene Richardson, Mary McKee, May Miller, Ruth Taylor, Rowena Reed, Selma Stein, Lulu Crum, Lucille Gross, Frances Chapman, Betty Etter, Mildred Roetzel, Christine Hood and Christine Gabriel.

The first convention, at which time it became a national organization, was held on the University of Missouri campus in May 1926. Ruth Prather Midyette was the first national president. A complete list of the national presidents is in Appendix C. Other chapters established in the first eight years included the University of Texas, University of Washington, University of Illinois, University of Nebraska and University of Oregon. The first alumna group was organized in Kansas City, MO on February 28, 1928.

Both ADS and GAX operated entirely separately. Yet, in the early 1960s both started discussions for more cooperation. In 1965, Pearl Mead, president of the fraternity, said, "I recognize in the same light the growing importance and influence of Alpha Delta Sigma and, along with my colleagues in GAX, look forward to fertile cooperation between these two organizations."⁴

The same thought was expressed at the 50th anniversary meeting of Alpha Delta Sigma in Chicago where a discussion of the cooperation of the two fraternities ended with the statement "The matter of ADS and its relation to GAX and the fairer sex was pretty well resolved once again in somewhat definite fashion. Delegates wished to encourage all the cooperation between ADS and GAX both on the local and national level, short of merging the two organizations, short of taking women into ADS."⁵

By the fall of 1967, *Linage*, the official publication of ADS became the official publication for both fraternities. At that time both fraternities could initiate members for either of the two. At a joint meeting of officers of both groups met on the campus of the University of Oklahoma to work out a merging into one organization, ADS.

The 25th GAX Biennial Convention in Norman, OK November 8-10, 1968 was highlighted by speeches by Dr. Dorothy Gregg, AAF Advertising Woman of the Year, and Karl Vollmer, Senior vice-president of Young and Rubicam Advertising Agency, New York. The first joint national convention was held in St. Louis in November 1969.

In the fall of 1969, the national office was moved from University of Oklahoma to Texas Tech University. It had remained at the University of Missouri since the founding to the University of Oklahoma in 1964.

In the winter edition of *Linage*, both presidents, Hope Johnson and Bill Mindak, discussed the positive points of merging the two fraternities.

The merger was finalized on November 2, 1971 when the official name of the two fraternities became one, ADS, the National Professional Advertising Society. The news release reported that the nation's two oldest advertising fraternities for students and professionals merged into a new organization named ADS.

In 1973, the organization became the Academic Division of the American Advertising Federation with headquarters in Washington, DC.

American Academy of Advertising (AAA)

In 1957, Harry Hepner, Syracuse University, presented the idea of an organization for advertising educators to Robert Feemster, advertising director for *Wall Street Journal* and chairman of the Advertising Federation of America. Feemster agreed such an organization would be a good idea and asked J. Leroy Thompson, first director of the Dow Jones Educational Service Bureau, to invite teachers to attend the meeting during the 1958 AFA convention.

Those attending the meeting in Dallas were Donald Davis, Pennsylvania State University; Jerry Drake, Southern Methodist University; Milton Gross, University of Missouri; Harry Hepner; Donald G. Hileman, Southern Illinois University; Frank McCabe, Providence, R.I.; Royal H. Ray, Florida State University; Billy I. Ross, University of Houston; and J. Leroy Thompson.

At the meeting, Hepner explained that there was no organization servicing advertising teachers in business and journalism schools. Gross and Drake, active in the national professional advertising fraternity, Alpha Delta Sigma, did not join the Academy at the meeting. The other decided to proceed with the framework of an organization and named interim officers. At Hepner's recommendation, academic titles were used for the officers: Hepner as National Dean; Ross as National Associate Dean; George T. Clark, New York University, as National Registrar; and McCabe as National Bursar. A list of the Deans/Presidents is in Appendix D. The first year was devoted to increasing membership and developing a structure.⁶

The second national meeting was held in Minneapolis, June 7-10 1959. The interim officers were elected to continue in their positions for another one-year term. The early structure of the Academy followed the regional divisions of the Advertising Federation of America (AFA) and the Association of Advertising in the West (AAW). In the first AAA *Newsletter*, published in 1961, the names of the Regional Deans were announced. Those selected by region were:

1. Dion J. Archon, Suffolk University
2. Roland L. Hicks, Pennsylvania State University
3. A.B. King, College of William and Mary
4. Royal H. Ray, Florida State University
5. Charles H. Sandage, University of Illinois
6. J. S. Schiff, Pace College
7. F. B. Thornburg, University of Tennessee
8. H. D. Wolfe, University of Wisconsin
9. James E. Dykes, University of Kansas
10. John E. Mertes, University of Oklahoma
11. Robert A. Sprague, Whitworth College
12. C. L. Oaks, Brigham Young University
13. Robert V. Zacher, Arizona State University
14. Max Wales, University of Oregon
15. Charles J. Dirksen, Santa Clara University
16. Charles E. Wolff, Long Beach State College

Each of the regional officers was encouraged to establish regional meetings in conjunction with AFA and AAW regional meetings. The national meeting each year would be with either AFA or AAW. The first three meetings were with AFA and the third in 1961 was with AAW in Seattle.

At the 1960 Academy meeting in New York City, Hepner was named the First Academy Fellow. Appendix E contains a list of all the Fellows. During the 1960-61 year, membership grew from 123 members to 241. In addition to working with AFA and AAW, the Academy established working relations with the Association of National Advertisers, Association of Industrial Advertisers and the American Association of Advertising Agencies.⁷

Charles L. Allen, Oklahoma State University and chairman of the Research Committee made two of the earliest studies of advertising education. The first was a comprehensive study of advertising education in the United States and the second a separate study on schools with major programs in advertising education.

One of the first major breakthroughs in the acceptance of the Academy as the primary organization representing advertising education came on September 30, 1963. Then Chairman of the Academy Board, Royal H. Ray and Robert V. Zacher, President of the Academy, met in New York at the American Association of Advertising Agencies (AAAA) office with the Commission on Advertising Education. The Commission included presidents and representatives of the major advertising organizations. They were the only academic representatives present. At the meeting, Ray Mithun, AAAA, pointed out that his Committee on Agency Personnel recognized two special needs: 1. The endowment of some chairs in advertising in graduate schools; 2. The encouragement of more scholarships for undergraduate and graduate study.⁸

Another major development was the establishment of the *Journal of Advertising* in 1972. Daniel K. Stewart, Northern Illinois University was the first editor. There was only one edition the first year, two the second and developed into a quarterly in 1974. Donald Jugenheimer, currently AAA executive secretary and a former president, was the first Subscription Manager and later the first Business Manager.

The first executive secretary for the Academy was Keith Hunt, Brigham Young University, who served as AAA President in 1982. His service as executive secretary was from 1983 to 1986. Prior to his service as president, Hunt was editor of the *Journal of Advertising* from 1978 to 1983.

During that period he reflects that the *Journal* was so broke that it couldn't print the second issue because it didn't have enough money to pay the printing bill for the first one. With the selection of Patrick Kelly to be in charge of subscriptions, the journal became financially sound.

He also reported that one of the most demanding events during the period when he was both editor of the *Journal of Advertising* and President of the Academy, was when a European company started publishing a journal in the same name. It would not change the name of the publication until some of the Academy members

who published books with the international publisher that owned the journal wrote letters that indicated they would no longer use that publisher unless the title was changed --- and, it was changed. Hunt is the only Academy member to serve as president, executive secretary, and editor of the *Journal* and then selected as a Fellow.

Others who followed Hunt as executive secretary included Robert L. King, University of Richmond, Dennis G. Martin, Brigham Young University and starting in 2005, Donald W. Jugenheimer, Southern Illinois University and Texas Tech University.

During the period of Bob King's service from 1986 to 2002 he reported what he considered the most important progress made. This included expansion of the membership by almost 50%, establishment of good business procedures, bringing the control of annual conferences "in house," establishment of electronic communication through the AAA web page, the decision to join with Sage on the publishing of the *Journal of Advertising* and the development of a number of new awards.

In addition to the "Fellow" recognition that was established in 1960, other awards have been initiated. The Distinguished Service Award followed shortly. Other awards along with the date and first recipient(s) are listed below:

- 1982 - Outstanding Contribution to Research – Ivan L. Preston
- 1988 - *Journal of Advertising* Best Article – David W. Stewart and Scott Koslow
- 1999 - Billy I. Ross Advertising Education – John H. Murphy II
- 2001 - AAA Research Fellowships – Wei-Na Lee, Brung-Kwasn Lee, Denise E. DeLorme, Leonard N. Reid, Cynthia Morton and Jorge Villegas
- 2003 - Doctoral Dissertation Award – Joo Young Kim and Joo-Hyun Lee
- 2003 - Charles H. Sandage Award for Teaching Excellence – Elsie S. Hebert
- 2005 - Kim Rotzoll Award for Advertising Ethics & Social Responsibility - Kim Rotzoll

In 2002, the Board divided the executive secretary responsibilities into two positions. It retained the executive secretary position and established the Director of Conference Services. At that time Dennis G. Martin became the executive secretary and Robert L. King became the first Director of Conference Services.

New international conferences were established in 2001. Both the first and the second in 2003 were held in Kisarazu, Japan. A 2005 was held in Hong Kong. The reasons given for the special international conferences to be held in the Asia-Pacific areas, were because so many Asian faculty and graduate students were from that area, also the majority of the non-US members live in the area.

From the seven original members of the Academy the number of members has increased to 456 in 2004. In 1995, the membership grew to a record high 683 but lost membership after an increase of annual dues. The membership has grown back to nearly 600.

The Academy's web page is www.americanacademyofadvertising.org. Jef I. Richards, University of Texas, served as the first webmaster from 1995-1999.

Advertising Division Association for Education in Journalism and Mass Communication (AEJMC)

The Advertising Division of the Association for Education in Journalism and Mass Communication was officially established in the amended By-Laws on July 3, 1966. The founding date of AEJMC was in 1912.

The purposes of the Advertising Division were stated as:

1. To encourage the study of advertising as an integral part of our communication and marketing system.
2. To encourage the study of advertising as it relates to other institutions in society.
3. To encourage its members to bring to their teaching and research a conception of the whole of advertising and not just its individual parts.
4. To provide liaison between its members and scholars in other areas who are interested in advertising and its role in society.

The Division was formed to help educators stay abreast of current research; recent publications and research grant opportunities through its regular newsletters, conferences and periodicals. The officers for the new division were to include a division head, program chairperson, secretary and treasurer. There was also to be an executive committee. John W. Crawford, Michigan State University, was the first elected head of the Advertising Division. A complete list of the chairpersons is found in Appendix F.

In the late 1970s the Division began publishing newsletters by the Committee on Teaching Standards and the Professional Freedom & Responsibility Committee. Other committee newsletters followed and the newsletter for Advertising Division was continued.

In 1979 the Division fought a losing battle with the US Department of Justice with regards to the elimination of the Code of the National Association of Broadcasters. The Code had been devised to limit the amount of commercial time allotted to television stations. In a reply, a spokesman from the Department pointed that their action was designed to encourage stations to make individual decisions as to what best serves their viewers' needs and desires, and not to reply on the collective will of the NAB.

The Division co-sponsored a luncheon during the 1980 convention of AEJMC with the American Society of Journalism School Administrators to honor Charles H. (Sandy) Sandage as an individual who has contributed consistently and effectively to the advancement of the purpose and performance of advertising.

In the 1983 AEJMC newsletter three leading advertising administrators and executives included James L. Terhune, Sid R. Bernstein and Donald G. Hileman. Terhune and Hileman were both very active in the Division and Bernstein, publisher of *Advertising Age*, had been supportive of advertising education.

By 1990 membership of the Division had grown to 244. At the annual meeting there was a discussion about the newly formed American Advertising Museum at Portland, Oregon. Both the Museum and the Smithsonian Institution were seeking material related to the history of advertising from members of the Division.

Although the Division had been publishing a newsletter for some years, the possible addition of an Advertising Education Journal was reported in the 1992 minutes for the first time. Jim Avery and Jim Marra were appointed to a fact-finding committee to study the feasibility of such a publication. The next year, Eric Zanot,

who was chairman of an Advertising Journal Committee, reported that before such a journal is published, funding and the abundance of advertising manuscripts were available.

At the annual meeting in 1994, Keith Johnson, then chair of the Advertising Education Journal committee, reported that the Division should move forward and plan for the introduction of the Journal immediately. The vote was unanimous FOR acceptance.

The Advertising Division passed a commendation of appreciation in 1995 to Tom Bowers for the creation of the online AdForum, which has grown to nearly 300 subscribers.

The first edition of the *Journal of Advertising Education* was in the mail, Editor Keith Johnson, reported at the 1996 annual meeting. Volume 1, Number 1, dated Summer 1996, included an article by James L. Marra and Jim Avery entitled “Genesis of the *Journal of Advertising Education*” The opening line read: “Often it is difficult to tell why, where when or even how something begins, but with this new journal, it began with recognition of need in 1992. But as a good idea has many parents, the *Journal of Advertising Education* is the idea of many important contributors.”

Also, recognized at the 1996 meeting were Bob Gustafson and his committee for the preparation “The New Teachers Survival Kit.” Copies were to be sent to new advertising teachers.

Nancy Mitchell made the first mention of a web page for the Division at the 1996 annual meeting. From 1996 to 1998 Jef Richards and Elizabeth Tucker served as the original webmasters. In 2002, Tom Weir reinvented the web page and became the webmaster. A year later Joe Bob Hester became the new webmaster.

In the 2001 meeting, Tom Bowers passed out a document entitled “What Advertising Should Know: A Statement of Principles.” It had originated with the Academic Committee of the American Advertising Federation and had been approved by the American Academy of Advertising. He recommended that the Division approved the statement and it was unanimously approved.

Two members receiving recognition at the 2004 annual meeting were Mary Alice Shaver, the second editor of the *Journal of Advertising Education*, and Bruce Bendinger the recipient of the Outstanding service Award. It was also announced that the Advertising Division had grown to 276 members.

The Advertising Division web page is www.aejmc.net/advertising.

Academic Division American Advertising Federation (AAF)

The 1973 merger between the American Advertising Federation (AAF) and the two national student organizations, Alpha Delta Sigma (ADS) and Gamma Alpha Chi (GAX) resulted in what is known today as the AAF Academic Division. Jonah Gitlitz, director of AAF's education services department, was charged with ensuring that the Academic Division fulfilled its mission to further advertising education. This was accomplished by establishing AAF college chapters to provide students with the opportunity to gain practical experience via competitions, internships and networking opportunities with advertising professionals, in addition to acknowledging the accomplishments of advertising educators and students.

Robert Boyd was the first Chair of the Academy Division during the 1973-1974 school year. A complete list of Chairs can be found in Appendix G.

There were approximately 40 college chapters when the Academic Division was formed. Today, there are more than 200 AAF chapters at colleges and universities across the United States. In the 2004-2005 academic year, the largest AAF college chapter was at the University of Illinois-Urbana Champaign with more than 225 members.

Initially, the Academic Division's programs included the Alpha Delta Sigma Honor Society and a student competition, which was first hosted in 1973 in District 7 under the direction of Fred Vicar, former District 7 governor and Jack Bolton of the Atlanta Ad Club. The client for the competition was Scripto Corporation, which challenged the students to develop an advertising plan for a ballpoint pen.

This District 7 competition would later become the American Advertising Federation's National Student Advertising Competition (NSAC). The first NSAC (Appendix H) was held in 1974 with American Motors as the sponsor. Elsie Hebert, Louisiana State University; Ron Lane, University of Georgia; Bruce Roche, University of Alabama; Dick Joel, University of Tennessee and Don Hileman, University of Tennessee are credited with organizing the first NSAC competition.

Over the last 30 years, the competition has been sponsored by some of the most influential advertisers in the world including Coca-Cola, Chevrolet, Kellogg's, American Airlines, Daimler Chrysler, VISA and The New York Times, which used the students' work in a campaign. The client for the 2005 competition is Internet giant Yahoo. The popularity of the competition is further demonstrated by the more than 150 schools that competed in 2004 when VISIT FLORIDA served as the client.

A number of NSAC participants and college chapter members are now leaders within the advertising community. David Raines, vice president, integrated communications, Coca-Cola North America and Steve Pacheco, director, advertising, FedEx; both participated in the 1983 NSAC, which was sponsored by Maxwell House Coffee. Carol Sagers, director, U.S. marketing, African American and Asian consumers markets, McDonald's Corporation was the president of her AAF college chapter at the University of Illinois Urbana-Champaign and Tony Dieste, CEO of Dieste, Harmel & Partners, was a college chapter member at Southwest Texas State University.

The activities of the Academic Division are overseen by the AAF's Academic Committee, which is made up of nationally recognized advertising educators and industry representatives. Members of the Academic Committee also make their research and consulting expertise available to the AAF and their local district's advertising communities.

The Academic Division was initially a part of AAF's education services department. Since its inception, the education services department has been the leading liaison between the industry and the academy and provides a critical link between these two entities. One of the primary roles of the education services department is to bring the demands of the industry to the forefront of the academic assessment process through its involvement with other academic organizations such as the Association for Education in Journalism and Mass Communication, the Accrediting Council on Education in Journalism and Mass Communication and Advertising, American Academy of Advertising.

AAF's diversity and multicultural initiatives began with the education services department. In 1996 AAF launched the Most Promising Minority Students program, which was designed to provide the advertising industry with a pool of highly qualified

minority students who were interested in pursuing a career in advertising. Since the program's inception, more than 200 students have participated in the program. In an effort to further expose minority students to the career opportunities within the advertising industry. AAF hosted its first Mosaic Career Fair in conjunction with BellSouth in Atlanta last year. More than 300 students attended the first Mosaic Career Fair, and in 2005, AAF will host two Mosaic Career Fairs with USA TODAY and BellSouth.

In 2003, the AAF combined its education services department with its Mosaic Center for Multiculturalism. The Mosaic Center and education services staff execute AAF's educational programs, which, in addition to ADS and NSAC, include publishing an annual internship directory and administering the ADWEEK W. Pendleton Tudor and Vance L. Stickell internship programs and Distinguished Advertising Educator Award. (Appendix I)

In 2004, AAF hosted its first annual student conference at McDonald's Hamburger University In Oak Brook, Illinois. The sponsor was Postal Vault, the 2006 NSAC sponsor.

Today more than 6,000 college students on college campuses throughout the United States benefit from AAF's Academic Division programs.

Connie Frazier, Leslie Wade, Sandy Utt, Ron Lane and Mary Ann Stutts furnished copy for the Academy Division.

The Academic Division web page is a part of AAF's on www.aaf.org/college/index.html.

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 3. Ross, Billy I. & Hileman, Donald G. (1969) *Toward Professionalism in Advertising*, Taylor Publishing Company, Dallas, TX, 8.
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 5. Ross, Billy I. (September 1992) The American Academy of Advertising: The Early Years, *Journal of Advertising*, XXI, 75.
 6. Directory of Members (2004-2005) American Academy of Advertising.
 7. AAA Newsletter (December 1963) American Academy of Advertising, 1.
 8. Marra, James L. & Avery, Jim (Summer 1996) Genesis of the Journal of Advertising Education, Advertising Division AEJMC, 4.

Chapter IV - Trends in Advertising Education

To understand today's trends in advertising education, one needs to go back to the beginning. From the history of advertising education, one realizes that the early trends involved three disciplines; psychology, business and journalism. Today, it is primarily involved with journalism/mass communications and marketing/business.

Prior to his death, Charles H. Sandage humorously explained the early history in his book, *Advertising as a Social Force*. He wrote:

From these early beginnings what has become recognized as an academic discipline of advertising was born. The father of this child was psychology and the mother, journalism. It might, therefore, be said that advertising education was sired by psychology and damned by journalism ... The child was abandoned by its father at an early age, but business-marketing moved in as a sort of stepfather to share with journalism the task of rearing the child in its formative years. There was some conflict in the family as to how the child should be brought up. One parent thought it should be nurtured on a diet of creativity, while the other recommended a menu closely related and subservient to the marketing aspect of business. Both parents viewed the child as chattel and directed its life toward serving the particular interests of journalism and business.^{liii}

After both journalism and business educators were seeing potential in offering advertising courses and degrees, major changes came about in the late 1950s. At that time, both advertising programs in journalism and marketing were growing rapidly. The

changes came from two studies published in 1959. They were separate studies sponsored by the Carnegie and Ford foundations. Each had a major impact on the trends of advertising education as a part of marketing in business. Although neither dealt directly with advertising education, the effects of both were far-reaching.

Under a Ford Foundation grant, Robert A. Gordon and James E. Howell studied the programs of the business schools in the United States.^{liv} A study sponsored by the Carnegie Foundation, conducted by Frank C. Pierson, examined academic areas within schools of business.^{lv} Both reports, directed primarily toward business education as a whole, were conducted by economics professors, which led to considerable criticism, especially by advertising educators, even before the studies were begun.

Immediately after World War II, many professional schools splintered courses and offered more specialized programs -- advertising as an example -- which resulted in a wave of criticism. Many critics claimed that, instead of teaching the liberal arts, schools were offering too much "how to" or professional work. These criticisms led to two major studies.

Gordon, Howell and Pierson gathered data for their studies in 1958 while visiting institutions throughout the country and the published the results in 1959. Although neither report dealt specifically with advertising education, the comments on marketing education are relevant because advertising education is usually found in the marketing curriculum in schools of business.

In the Pierson study, a chapter on marketing education written by Schuyler F. Otteson, Indiana University, referred to advertising as one of the major academic areas of marketing. However, in the suggested undergraduate curriculum for a student in business, Pierson recommended no courses in advertising and only one in marketing management. Professor Otteson wrote:

First, identify those areas of understanding which a student should acquire in a university but which can perhaps be gained in either the liberal arts courses or other courses in business. Areas of broad general applicability need not be chopped up and departmentalized; if they were, one could figure out ways for including the entire university program in a marketing curriculum. Using some absurd examples

to illustrate this point, courses in marketing English, marketing mathematics, and marketing statistics would certainly be unwise.

Second, identify the knowledge and skills that are important but that can perhaps be better taught in an on-the-job training program or a study program taken after the individual selects his specific line of work. True, our country is faced with a severe shortage of highly competent, vocationally trained people, and we would do well to encourage good training programs for shoe salesmen, credit analysts, receiving room clerks and persons holding down the other thousands of vocational or semi-professional positions in marketing. But in terms of opportunity, costs and basic educational objectives, the university curriculum is not the place for this, and class work aimed at such ends should be pruned from our college offerings.

Third, eliminate the purely descriptive aspect of our work, especially those describing business and business problems and methods of yesteryear. The student is preparing himself for the next 15 to 30-year period in his career. Methods and concepts that are sure to be outmoded by then may just as well be eliminated from classroom instruction. Memorization by rote of all provision of the NRA will contribute little to the future business executive's ability to solve business problems in the 1980s.^{lvi}

Gordon and Howell's report made no specific recommendations in the area of advertising and very few in marketing.

Although the comments from both studies did not refer to advertising, the schools nonetheless interpreted what they felt was meant by them and took appropriate action.

The Effects of the Studies

The effects of the Ford and Carnegie studies become more apparent when one examines the 13 schools that discontinued advertising programs in the 1950s and 1960s. Specific schools of business that discontinued advertising programs during this period included:

- University of Florida (1955)
- University of Denver (1958)
- Oklahoma State University (1958)
- University of Washington (1958)
- Columbia University (1959)
- University of Minnesota (1959)
- University of Toledo (1959)
- Northwestern University (1960)
- Mississippi State University (1961)
- University of Alabama (1962)
- Ohio State University (1962)
- University of Texas (1962)
- Boston University (1963)

As advertising was dropped from business schools they began to appear more in journalism/mass communications programs. Nine of the thirteen institutions listed in the 2005 edition of *Where shall I go to study advertising and public relations?* now have advertising programs in journalism/mass communications. Columbia University, University of Toledo, University of Washington and Ohio State University are not listed with advertising programs in the directory. It should be noted, however, that both the University of Washington and Ohio State University offered advertising programs in journalism/ mass communications programs at one time following the reports but have since been dropped.

The studies helped shape the trend of advertising education for many years. Naturally, there was disagreement about the recommendations that came from the reports. And some claim that the pendulum has started to swing back to more specializations in business.

The discontinuance of advertising programs was not the only change that was apparent after the studies. Some of the other changes included:

- By 1964, schools of business where advertising programs existed dropped 66 advertising courses.
- The titles of advertising were changed, most notably to include the word "management."
- Course content was changed, away from "how to" and toward the teaching of advertising as a tool of marketing management.

Recent Trends

Over the years, programs moved from strictly advertising programs to joint advertising/public relations programs. From that developed Integrated Marketing Communication or Strategic Communication programs. Other changes also developed:

- Locations of Advertising Programs: The Southeastern and Midwestern regions continue to be the fastest growing areas in the country. Texas, however, has continued to offer the most programs.
- Advertising Programs: Advertising programs located in Journalism and Mass Communication (JMC) schools continue to show the most growth while programs in business schools remain about the same.
- Advertising Curriculum: The changes in curriculum have led to the major trend since the 1989 study. What started as strictly advertising programs developed into joint advertising/public relations programs that brought about changes in content and title of programs.

In a study by Bob Basow, University of Kansas, he found that in the years from 1995 to 2003 the number of AD/PR programs increased from 12 to 48. During the same period the number of ADV programs declined by 23.¹

- Graduate Education: There have only been slight changes in the number of schools with graduate programs in advertising. However, one trend that is very evident is the continued move of graduate programs from business to JMC schools.
- Students and Graduates: The trend is upward again after drops in both students and graduates. Undergraduate students were down in the early to late 90s starting up in 1998-99. The number of graduates has been increasing steadily from 2002-2003.
- Faculty: The average age of faculty continues to climb as does the average number of years of practical experience. The average number of years in teaching remains about the same. One trend that shows a major increase is the number having doctoral degrees. Based on current data advertising teachers are spending more time on research and less time in teaching.
- Evaluation and Accreditation: Presently there are no accrediting agencies specifically for advertising programs. There have been open discussions at meetings about the pros and cons for accreditation, yet nothing has transpired. Through the Public Relations Society of America, a program of certification has been established for public relations programs.
- Student Competitions: The number of schools entering student competitions such as the National Student Advertising Competition continues to increase. Both students and faculty encourage participation since it brings the professional nearer to the classroom. Only the University of Texas and the University of West Florida have won back-to-back competitions.
- Curriculum and Name Changes: The trend started with the number of schools that incorporated the advertising program and the public relations program into a single joint advertising/public relations program. It is argued that the reason was either for budget savings with fewer faculties or to strengthen the program. Many program administrators report that joining the programs is more in keeping with what major advertising agencies are doing. Or, it might be considered a little of both.

Two most notable changes of title were to Integrated Marketing Communication and Strategy Communication. The most recent trend has been to Convergent or Converging Media. The graduate level is where most of this change has taken place. An explanation and example of each of these programs will be covered in this chapter.

It should be noted that other changes were made in names, courses and content since the 1989 study. To name a few other titles now being reported: Marketing Communication at Emerson University; Advertising and Promotion at Western Michigan University; Advertising and Marketing Communication at Baruch College, City University of New York; Public Communication at Buffalo State College and Corporate Communication at Elon University.

One other trend that should be included is the offering of courses and degrees online. Four universities that offer online master's degree include the Universities of Missouri, Nebraska, Memphis and Western Virginia. Although the degrees are all under JMC schools, courses in advertising and public relations are included.

Integrated Marketing Communications (IMC)

Although Integrated Marketing Communications is considered a trend, the actual number of programs changing to IMC has been slight. In the 2000 edition of *Where shall I go to study advertising and public relations?* only five schools: Northwestern University, University of Colorado, Wichita State University, Roosevelt University and Abilene Christian University were reported. The 2005 edition also included five. Two new schools were included, Ithaca College and Southern Illinois University. Two schools not reporting in that edition were Wichita State University and the University of Colorado.

Northwestern University

Northwestern University's IMC program is often referred to as the most prominent in the field at the master's level. Southern Illinois University's program is reported as an undergraduate Ad/IMC sequence. The course requirements of the Northwestern

program can be found in Chapter VII Graduate Advertising Education.

Frank Mulhern, head of Department of Integrated Marketing Communications, reported that the program was started in 1992 when the advertising program became Integrated Advertising and Marketing Communications, later changed to IMC. At that time the faculty anticipated a decline in the job market at agencies with growth in more data-driven aspects of marketing.

Some of the changes included adding a database marketing course, revamping a second statistics course, adding a course that is now titled Managing the Integration Process and a course now titled Marketing Finance.

Most of the faculty were very positive at the time of the transition. Those in the profession who understood what was happening were very enthusiastic.

Enrollments before the change were about 60 full-time students. They now run from 80 to 90 with one-third international students. The move also helped establish relationships with international universities.

Some curriculum changes became effective in the 2005 fall semester. There are added courses in Media Economics and Technology and a course in Communication Skills (writing and speaking). A promotion course has been revamped into a Marketing Mix Planning course and a two-course sequence has been developed in the IMC process.

When asked how the program would be described to interested students, the answer was “A consumer-oriented, data-driven approach to marketing and communications that emphasized market research, consumer insight, data analysis, marketing measurement and strategic planning.”²

Southern Illinois University

According to Jon Shidler, associate professor, visits were made to Northwestern, Roosevelt and Colorado to see what an IMC constitutes. Also, after visits from Don Schultz from Northwestern and Tom Duncan, the faculty was ready to sit down and discuss establishing an Advertising/Integrated Marketing Communications program.

In 1995, a proposal for the IMC program at the undergraduate level was made. In fact, two of the biggest challenges were adapting a graduate school model to an undergraduate program and at the same time avoiding turf wars. Before the IMC program was implemented, agreements with the Business School that included creating a Marketing minor for JMC students were made. The IMC program was implemented in the fall of 1996.

The required courses for the new IMC program included:

- Principles of Ad/IMC
- Ad/IMC Copywriting
- Ad/IMC Media Planning
- Ad/IMC Research
- Ad/IMC Campaigns
- Ad/IMC Social Issues
- Principles of Marketing (Business School)
- Introduction to Public Relations (Speech Communications)
- Direct Response Advertising is an elective

By 2005, the Ad/IMC sequence became the largest specialization in the School of Journalism with 151 majors and with expectations to increase. Presently there are six full-time faculty lines for the program.

Both students and professionals have offered positive feedback to the School. Many of the students participated in the SIU Chicagoland Studies summer internship program.

In the fall of 2004, the Director of the School asked the AD/IMC faculty to review and evaluate the program. Two outside consultants were brought in and provided insight and had recommendations for the future. The report included that the reviewers “recognize the solid foundation of the Ad/IMC program and the opportunities SIU has to become a cutting-edge IMC program.”

The consensus of the current faculty is that the primary focus should continue to be on the “one voice” aspect of IMC rather than marketing management. They are currently in the process of reactivating a media sales course. Also plans are to phase out the second creative course and replace it with the newly developed

Account Planning course. Public Relations is to be included in the core courses and a new course, International Advertising, is in the planning stage.

Dennis Lowry, Steve Phelps, Jyotika Ramaprasad and Jon Shidler were responsible for the revising, rewriting and filling out the paper work for class revisions for the new IMC specialization.³

Strategic Communication

The largest growth came in Strategic Communication. None were reported in the 2000 edition of the directory, *Where shall I go to study advertising and public relations?* Florida International University reported the program title of Integrated Communication. By 2005, four schools reported Strategic Communication programs: University of Kansas, University of Minnesota, University of Miami and the University of Wisconsin. Florida International University continued with its Integrated Communications program and the University of Kentucky reported its program as Integrated Strategic Communication.

The first listing of a strategic communication program appeared in the 2001 edition of the advertising and public relations directory. It was located at the University of Kansas. In the next edition, the University of Wisconsin, along with the University of Kentucky's Integrated Strategic Communication appeared for the first time.

Four schools that now list their programs as Strategic Communication include: University of Wisconsin, University of Minnesota, University of Kentucky and University of Kansas. The curriculum from the Universities of Kentucky and Kansas are typical examples of strategy communication programs.

University of Kentucky

Richard L. Roth, Associate Professor in the School, provided specific information about the Kentucky program. The program is officially titled Integrated Strategic Communications with courses that were first offered in the spring semester of 1996. Approximately two years were used in planning and convincing the faculty to support the program. Special care was taken to also explain and get

the support of other disciplines on the campus. Scott Whitlow, sequence coordinator, organized and led in organizing the effort.

The reasoning was two-fold. First, was to build a “brand” that was not just another garden-variety advertising program and a new focus was needed. The focus of both creative and media titles were discussed but the faculty opted for the emphasis to be on Strategy. To avoid internal problems on the campus in using marketing in the title, Integrated Strategic Communications was selected.

The second reason was to create a proper home for students interested in careers in public relations. Since there was not an official public relations program on the campus, off-campus public relations practitioners were involved in the discussion. Agreement was made that such a program would be a more appropriate environment for PR students.

Many changes and additions were made for the new curriculum. Some of the changes were in name only. The curriculum now includes four paths --- Creative, Public Relations, ISC Account Management and Direct Response. The Direct Response path was newly created.

The students/faculty/professionals have been mostly positive about the ISC concept from the beginning. Students appreciate the “real world” feel of the curriculum. Practitioners have been supportive for the same reason. Graduates found some problem in explaining what ISC was, yet once explained, the reactions were positive. And, employment has been good.

One major negative for the program has been the enormous growth in number of students. This has created problems in overcrowding in ISC courses and paths. Another negative has been from some practitioners who still think PR graduates should major in journalism with newspaper experience.

In 1996, there were 75 majors and pre-majors. In 2005, the program has tripled in size to 478 students. Students in the program have done well in local, national and international venues.

The only formal change planned is an outside internship that will soon become a requirement for graduation. Other possible changes to be discussed include:

- Allowing students access to other paths.
- Including a graphics design and production course in the Creative area
- Consideration of a Research or Accounting Planning path
- Doing a better job for Sales Promotion
- More inclusion of retail and business-to-business topics
- Moving the Direct Response path from a direct mail orientation to more internet based applications

The degree requirements for Integrated Strategic Communication include:

Pre major ISC Requirements:

- Introduction to Integrated Strategic Communication
- Strategic Planning and Writing
- or Writing for the Mass Media

Major Requirements:

- Ethics and The Strategic Communicator
- Research Methods for the Integrated Strategic Communication Professional
- Plus, complete one of the following two Paths

Creative Path:

- Advertising Creative Strategy and Execution I
- Advertising Creative Strategy and Execution II

Public Relations Path:

- Strategic Public Relations
- Case Studies in Public Relations

ISC Account Management Path:

- Integrated Strategic Communication Management: The Case Approach

Direct Response Path:

- Direct Response Targeting: Media and Database Management
- Direct Response Message Strategies

Capstone Requirement:

- Integrated Strategic Communication Campaigns⁴

University of Kansas

Another of the major schools that is a leader in Strategic Communication programs is the University of Kansas' William Allen White School of Journalism and Mass Communication. The program requirements include:

Foundation core

- Media and Society
- Research and Writing

Intermediate core

- Strategic Communications
- Message Development

Upper-level core

- First Amendment and Society
- Ethics and the Media

Capstone courses

- Strategic Campaigns* or
- Media Management**

Required prerequisites

* Principles of Advertising or Principles of Public Relations and Marketing and Media Research

** Required prerequisites: Sales Strategy or Principles of Broadcast or Advertising or Public Relations or Marketing & Media Research⁵

Media Convergence

Thomas Gould, Kansas State University, wrote an informative article in the 2004 fall issue of *Journal of Advertising Education* entitled "Shall we converge? The embedding of new media into advertising curricula." For this book he contributed this condensed version.

It is a simple word: **Convergence**. It has taken on a special meaning for most university departments of mass communication, one not directly related to what Jenkins refers to as “an ongoing process, occurring at various intersections of media technologies, industries, content and audiences.”⁶ Convergence has for the last decade carried with it that most unfavorable expectation for some administrators and faculty—change. Convergence is part of what a University of Texas Department of Advertising white paper concluded in 2000 to be “the galvanizing force that should propel us into reassessing all areas of the curriculum.”⁷ What goes hand-in-hand with this call for change is the general sense that academic institutions lag industry in the teaching and adoption of innovation in web communications. It’s not that they aren’t trying. But it’s a bit like hitting a moving target. HTML, XML, SGML, Flash, Javascript, PHP, ColdFusion, and dozens of other languages/programs are as much a part of mass communication now as word processing

The question that hangs out above all of this activity is more difficult to answer: where are advertising and the Internet going (and is it together)? That is, if all mass communication migrates to web sites, what happens to advertising? To some extent, the way in which we answer this question should give us some idea about how we approach advertising pedagogy. We may not have been trained to build web sites as a form of advertising, but there is a strong argument that advertising educators and their students had better learn this skill quickly if our students and we are to be players in future advertising activities. Whether we are comfortable or not with advertising online matters little in this discussion. The convergence of media online, together with the fusion of branding and direct marketing, compels us to face a harsh reality. Whatever form advertising takes in the next decade, it is a good bet it will be online.

Recent studies suggest mass communication departments are, at least, giving some attention to convergence in their communication classrooms.⁸ But resistance to new media also has something to do with pre-requisites and a feeling that such courses are an “add-on.” As expressed by Mindy McAdams of the University of Florida in 2001, “... they see this cool stuff and they think ‘I would like to do that,’ but when they find out that there are pre-requisites and there will be, like, three courses before they can actually do that flashy stuff, well, they fall off.”

This does not prevent schools from looking for new media experience in new hires. Any cursory scan of ads for new faculty will frequently find a need for “a full-time, tenure-track instructor to teach in a practical, professionally focused journalism program experimenting with convergence at the undergraduate and graduate levels ... Familiarity with convergence programs and issues is essential”.⁹

Nor does it prevent schools from listing convergence as a “key component of the curriculum. This means journalism students are taught print, broadcast, and digital journalism in the majority of their classes so that they develop expertise that can easily be applied to the rapidly changing world of journalism, which requires journalists to communicate effectively in more than one medium”.¹⁰

The “bottleneck,” if one exists, is not among student eagerness to explore convergence, or departmental interest in including it in curricula. The challenge, it would seem, is among faculty. Are we ready to retool our syllabi, rethink advertising’s role in mass communication and reposition mass communication’s role in society within the context of new media and convergence? It all starts with our commitment to teach best practices and what minimum skills our graduates will be expected to exhibit. Teaching online concepts means being online as well.

The Current Status

Presently, there are no schools reporting Media Convergence programs in the 2005 directory, *Where shall I go to study advertising and public relations?* However, quite a few schools have developed graduate programs.

In concluding his article, Gould wrote: “New forms of advertising in a converged or fused or even muddled online environment must start with faculty and students who think, create, and, more than their parents (that is us), live online.”

Texas Tech University

Among the first universities to create a degree in Media Convergence is the College of Mass Communications at Texas Tech University. The doctoral degree was approved in 2005 with the first students enrolling in the spring of 2006. The program requirements

can be completed in two or three years depending on the acceptance of a master's degree. A typical program of study is shown below.

First Year:

Fall	Research Methods Mass Communications Theory Integrated Communication
Spring	Data Analysis Statistics Mass Communications Elective
Summer	Research Elective Mass Communications Elective Technology

Second Year:

Fall	Minor Area Course Mass Communications Electives (2 courses)
Spring	Minor Area courses (2) Mass Communications Elective
Summer	Minor Area Course Mass Communications Electives (2)

Third Year:

Fall	Mass Communications Elective Minor Area course Dissertation
Spring	Qualifying Exams Dissertation Tool Exam Dissertation (9 hours)

Suggested Minor Areas & Courses:

Marketing	(15 hours)
Management	(15 hours)
Information Systems	(12 hours)
Technical Communication	(15 hours) ¹¹

1 Basow, Robert R. (August 7, 2005) e-mail, University of Kansas
2 Mulhern, Frank (August 3, 2005) e-mail, Northwestern University.
3 Shidler, Jon (August 5, 2005) e-mail, Southern Illinois University.
4 Roth, Richard L. (August 11, 2005) e-mail, University of Kentucky.

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- 5 Retrieved August 5, 2005, <http://www.journalism.ku.edu>.
- 6 Jenkins, H. (2001) "Digital Renaissance: Convergence? I Diverge." *Technology Review*, pp. 104-5.
- 7 University of Texas at Austin (2000), Thoughts About the Future of Advertising. Austin, TX, College of Communication.
- 8 Criado, Carrie Anna and Camille Kraeplin (2005) "The State of Convergence Journalism: United States Media and University Study", presented at the Association for Education in Journalism & Mass Communication Convention.
- 9 Roosevelt University advertisement in online job listings at Association for Education in Journalism & Mass Communication web site (aejmc.org), August 25, 2005.
- 10 Online News Association Conference (October 25-27, 2001), UC-Berkeley School of Journalism
- 11 Doctoral Proposal (2004) Texas Tech University, Lubbock, TX.

Chapter V - Institutions Offering Advertising Programs

Of more than 1,000 institutions that teach advertising courses, 145 indicate organized advertising and/or joint advertising/public relations programs. This figure is based on the returns of a questionnaire for the 2005 edition of *Where shall I go to study advertising and public relations?* In the 1964 study, 77 institutions were included. In the 1998 study, 111 were reported and presently there are 145.

There were other studies concerning institutions with advertising programs. In his 1962 study for the American Academy of Advertising, Charles L. Allen, Oklahoma State University, estimated that 50 institutions had advertising programs. His study, however, included only 35 of these schools.¹

A similar study by Gordon A. Sabine, Michigan State University, cited 39 institutions with programs,² while a University of Kansas study by Link and Dykes listed 38.³

From his 1989 study, Lee B. Becker, Ohio State University, estimated there were 128 journalism/mass communications schools that have advertising sequences.⁴ However, his actual count based on replies to his questionnaire was 111.

The differences in the figures used in the five studies can be traced to the authors' interpretations of what constitutes an advertising program. This will be discussed more thoroughly in the next chapter on programs.

The 145 institutions that offer advertising programs are located in 41 states and the District of Columbia. The United States has been divided into five areas as it was in the 1964 study: Eastern, Southeastern, Southwestern, Western, and Midwestern.

It should be noted that there are only four states in the Southwestern region. In order to keep comparable figures, the same

division of states is used in this study. The original structure was used due to the regional setup of Alpha Delta Sigma, men's advertising professional fraternity. The fraternity only used four states in the region due to large number of collegiate chapters in Texas.

Table 5-1
Schools with Advertising Programs by Regions

Region	1964	1989	2005	Percent increase from 1964-2005
Eastern	12	13	21	75
Southeastern	13	27	33	154
Southwestern	14	18	25	79
Midwestern	24	34	51	113
Western	14	19	15	7
Total	77	111	145	88

Regions

Table 5-1 shows the number of schools within the five regions having advertising programs in 1964, 1989 and 2005. It also includes the percentage increase from the 1964 study to the present for each region and the nation.

Nationally, there was an increase of 68 schools, 88.3 percent in the past 41 years. The Southeastern region had the largest increase, 154 percent. The Midwestern region continued to have the most schools with 51. The smallest growth was in the Western region, with an increase of seven percent. The Western region increased the number of schools by only one.

The 145 schools reported 147 programs with the University of Alabama and San Diego State University each reporting both an advertising program and a joint advertising/public relations program at the graduate level.

Eastern Region

The Eastern region is no longer the smallest of the five regions as it was in both the 1964 and 1989 studies. It has grown from 12 schools in 1964 to 21 in 2005, a gain of 75 percent. In the 11 states region, only six states and the District of Columbia report schools with advertising programs. In this study, five states do not have programs. Included are: Delaware, Maine, New Hampshire, Rhode Island and Vermont.

Connecticut	University of Bridgeport University of Hartford
Delaware	None
Maine	None
Maryland	Loyola College
Massachusetts	Boston University Emerson College Suffolk University
New Hampshire	None
New Jersey	Rowan University
New York	Baruch College, City University of NY Buffalo State College, SUNY College College of New Rochelle Ithaca College Marist College Saint Bonaventure University Syracuse University
Pennsylvania	Bloomsburg University Duquesne University Lock Haven University of Pennsylvania Pennsylvania State University Point Park University Temple University
Rhode Island	None
Vermont	None
District of Columbia	Howard University

Fifteen of the schools listed were not in the original study. Only six of those in the 2005 were among the original schools in that study. That included Bridgeport, Boston, Baruch College, Syracuse, Duquesne and Pennsylvania State.

New York has the largest number of schools, seven.

Southeastern Region

Thirty-three southeastern institutions within the 10-state region, offer advertising programs, up from 13 in the original study. The 154 percent increase is the largest of any of the five regions. Each of the states in the region has at least one institution with an advertising program. The breakdown of the region by states is as follows:

Alabama	University of Alabama Samford University
Florida	Florida Gulf Coast University Florida International University Florida State University University of Central Florida University of Florida University of Miami University of North Florida University of South Florida University of West Florida
Georgia	Brenau University University of Georgia
Kentucky	Murray State University University of Kentucky Western Kentucky University
Mississippi	University of Southern Mississippi
North Carolina	Appalachian State University Campbell University Elon University University of N C at Chapel Hill
South Carolina	University of South Carolina
Tennessee	East Tennessee State University Middle Tennessee State University

	University of Memphis
	University of Tennessee
	University of Tennessee at Chattanooga
Virginia	Liberty University
	Radford University
	Virginia Commonwealth University
West Virginia	Bethany College
	Marshall University
	West Virginia University

Florida has the largest number of schools, nine, reported in the Southeastern region. Tennessee follows with five. Mississippi and South Carolina have the least with one in each state.

Southwestern Region

Although this region has the least number of states, four, it has 25 schools with advertising programs. Texas, with fourteen institutions, has increased by seven since the 1989 study. It continues to have the largest number of schools in the region and the United States. The regional breakdown follows:

Arkansas	Arkansas State University
	Harding University
	University of Arkansas
	University of Arkansas Little Rock
Louisiana	Louisiana State University
	Loyola University New Orleans
Oklahoma	Oklahoma City University
	Oklahoma State University
	Southeastern Oklahoma State University
	University of Central Oklahoma
	University of Oklahoma
Texas	Abilene Christian University
	Midwestern State University
	Southern Methodist University
	Texas Christian University

Texas State University - San Marcus
Texas Tech University
Texas Wesleyan University
University of Houston
University of North Texas
University of Texas at Arlington
University of Texas at Austin
University of Texas at El Paso
University of Texas - Pan American
West Texas A&M University

Since the 1989 study, Arkansas has added two schools and Texas has added five. Louisiana and Oklahoma have retained the same schools from the previous study. One school, Texas State University at San Marcus, has changed its name from Southwest Texas State University.

Midwestern Region

The 12-state region includes 51 institutions offering advertising programs, the largest number in any of the five regions. This is an increase of 27 schools, 113 percent, from the original study. All states, except North Dakota, in the region have at least one school with an advertising program. Illinois has eight schools listed, the most in the any state in the region. Ohio, that had six schools in the previous study and the most of any state in the region, dropped to three in the current study. Indiana and Nebraska each have six schools in the 2005 study, which is second behind Illinois. The regional breakdown follows:

Illinois	Bradley University
	Columbia College Chicago
	DePaul University
	Northwestern University
	Roosevelt University
	Southern Illinois University
	University of Illinois
	Western Illinois University

Indiana	Ball State University Butler University Purdue University Purdue University Calumet University of Evansville University of Southern Indiana
Iowa	Drake University Iowa State University Morningside College
Kansas	Kansas State University Pittsburg State University University of Kansas Washburn University Wichita State University
Michigan	Central Michigan University Ferris State University Grand Valley State University Michigan State University Oakland University Western Michigan University
Minnesota	Bemidji State University St. Cloud State University University of Minnesota College of St. Thomas
Missouri	Southeast Missouri State University Southwest Missouri State University University of Missouri Webster University
Nebraska	Creighton University Hastings College Midland Lutheran College University of Nebraska University of Nebraska at Kearney University of Nebraska at Omaha
North Dakota	None
Ohio	Ohio University Xavier University
South Dakota	Youngstown State University South Dakota State University University of South Dakota

Wisconsin	Marquette University University of Wisconsin University of Wisconsin-Oshkosh University of Wisconsin-Whitewater
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The Midwestern region's 51 schools make up 35 percent of all the regions.

Western Region

Fifteen universities in the 13-state Western region, have the least number of schools in any of the regions. This is four less schools than reported in the 1989 study. California has four schools listed, the most in the region. Alaska, Montana and Wyoming are the only states without any schools. A breakdown of the region by states follows:

Alaska	None
Arizona	Northern Arizona University
California	California State University-Fresno California State University-Fullerton San Diego State University San Jose State University
Colorado	University of Denver University of Northern Colorado
Hawaii	Hawaii Pacific University
Idaho	University of Idaho
Montana	None
Nevada	University of Nevada-Reno
New Mexico	New Mexico State University University of New Mexico
Oregon	University of Oregon
Utah	Brigham Young University
Washington	Washington State University
Wyoming	None

Twelve of the schools listed were included in the 1989 study, while two schools, California State University-Fresno and Hawaii

Pacific University, were included for the first time. Seven schools included in the past study did not report programs for 2005.

Rate of Returns

Of the 77 schools reported in the 1964 study, 23 were not included in the 1989 update. There were 57 new schools included in the second study. The number of schools not included had either dropped the advertising program or failed to complete the questionnaire.

The 145 schools reported in the present study included 62 newly added schools. Twenty-eight schools listed in the prior study were not included in this study.

In each of the three studies, each school was contacted at least three times, in many cases more than that.

There were 45 schools that were included in all three studies. The Midwestern region had 16 in each of the studies, the Southeast 11, the Southwest eight and both the Eastern and Western had five.

-
1. Allen, 4.
 2. Sabine, 4.
 3. Link and Dykes, 1.
 4. Becker, Lee B. (Autumn 1989) "Enrollment growth exceeds national university averages," *Journalism Educator*, 11.

Chapter VI - Undergraduate Advertising Curriculum

This is a summary of the first of the three studies; 1964, 1989 and 2005 that includes both advertising and joint advertising/public relations programs. The original study was a by-product of a dissertation by Billy I. Ross at Southern Illinois University. Donald G. Hileman, a SIU faculty member, and Ross extracted parts of the information from the first edition of *Where shall I go to college to study advertising?* Hileman served as a co-editor until his death in 1985.

From that data, the information became the book, *Advertising Education*, which was published through the support of the American Academy of Advertising and the American Association of Advertising Agencies. The second study, in 1989, was published through a foundation grant as *The Status of Advertising Education*.

In 1989, Jim Terhune, Robert Kendall and Mike Hesse asked for and received permission to follow the same format to publish a public relations directory. The publication came out in 1990 as *Where shall I go to study public relations?* It was supported by the Public Relations Society of America and was the only edition of the directory ever published.

After many requests from schools with public relations programs, the directory was expanded to include public relations programs. The title was changed to *Where shall I go to study advertising and public relations?*

From the first questionnaire, it was obvious that many schools had started or merged advertising and public relations into a joint program. And, in 1993 the first edition of the expanded directory was published. In that edition, 120 advertising programs and 23 advertising/public relations programs were listed.

This is the first study to include both advertising and advertising/public relations programs.

Required Courses

Regardless of whether an advertising or a joint advertising/public relations curriculum, the required courses have remained basically the same since the 1989 study. The most noted changes in this study are in the course titles of creative and media courses. Creative courses are reported with titles as creative strategy, copywriting, design, etc. Media courses have titles such as print media, radio/television, media strategy, etc. Another noted change is in the number of schools that offer required courses in different options such as management, creative and media.

In the 1989 study, the required courses most often mentioned and listed in rank order are:

1. Principles/Introduction
2. Creative (copy & layout)
3. Advertising Campaigns
4. Media Strategy (print & broadcast)
5. Management/Administration
6. Advertising Research

From a current online study of 20 schools with advertising programs, there was little difference except the absence of management/administration courses from the top courses. This is best explained by the number of schools now offering different options, which in all cases includes a required management/administration course. Again, in rank order:

1. Principles/Introduction
 2. Creative (copy & layout)*
 3. Media Strategy (print & broadcast)*
 4. Advertising Campaigns
 5. Advertising Research
- * Tied for second most required

The only change in the rank order positions is in Campaigns being dropped below Creative and Media.

The Current Study

In this study, 95 advertising and 52 advertising/public relations programs are included. Two of the schools, the University of Alabama and San Diego State University have both programs, which is a total of 147 programs at 145 schools.

In this chapter, the specific location of the advertising programs within the academic structure of the institutions will be made. The titles of the programs and the number of schools that report the use of the title will be discussed.

As in earlier studies, it was found that the advertising programs are located primarily in journalism/mass communications or business/marketing academic areas. The breakdown of the location within the 145 institutions includes:

132	Journalism/Mass Communications/ Communications
7	Business/Marketing
1	Joint JMC/Business program
5	Others*

- * Southern Methodist University - School of the Arts
- Columbia College Chicago - Department of Marketing Communication
- Hood College - Department of English
- Eastern Michigan University - Department of English Language & Literature
- Utica College of Syracuse University - Division of Social Sciences & Management

All of the joint advertising/public relations programs, with exception of Youngstown State University, are located in JMC schools.

The Academic Programs

Up to this point, “advertising programs” has been used as an all-encompassing term, which includes all types of titles of advertising

education programs. Specifically, advertising programs are construed to mean a curriculum - or an arrangement of courses - set up by an institution for the education of students planning careers in advertising and/or public relations.

To be included in the study a school had to fulfill these requirements.

- The school indicates a recommended sequence of courses in advertising and/or public relations;
- The school's catalogue states that an advertising or advertising/public relations program exists;
- The school requires at least three specifically-titled advertising or public relations courses;
- The college or university is regionally accredited; and
- The school provides the number of advertising and/or advertising/public relations students and graduates.

Nine different titles of programs will be discussed in this chapter (see Table 6-1). There will be a curriculum example from different schools to indicate the required advertising and/or public relations courses for the program.

It is not in the framework of this study to evaluate the programs of advertising, only to present them. Evaluation of programs is a very difficult task, and seldom has this been done. Additional information can be found in Chapter X, Evaluation and Accreditation of Advertising Programs.

Fifty-seven schools reported that the academic unit was accredited by the Accrediting Council on Education for Journalism and Mass Communications (ACEJMC). It should be noted, however, that the Council no longer accredits specific sequences, which means that, if a school is accredited, it is the whole unit, not specific sequences such as advertising.

A similar accrediting arrangement exists in Schools of Business. The American Assembly of Collegiate Schools of Business (AACSB) accredits schools of business, not specific programs such as advertising. Six programs listed in business programs were accredited by AACSB.

Table 6-1
Titles of advertising programs

Title	No. of institutions
Major	48
Sequence	43
Concentration	16
Emphasis	13
Program	12
Track	8
Specialization	4
Option	2
Area	1
Total	147

In Appendix I each of the schools in the study is identified as advertising or advertising/public relations.

Major

For the first time in the three studies “major” is used more than any other title. In 1964, 19 schools used the title major, in 1989, there were 39. In most schools a major in advertising would mean approximately one-fifth to one-fourth of the total hours required for graduation, are allotted specifically to advertising and/or public relations courses.

A difference of opinion arises, however, as to how many courses or hours in techniques of advertising should be required and whether classes in such closely allied fields as journalism/mass communications and/or business/marketing should be considered a part of an advertising major program.

Compared to the other titles used, a major would be considered the most concentrated. In many cases, there are more advertising courses than are normally found in a JMC sequence.

Of the 48 schools reporting a major, four are from business, the remaining in JMC. Thirteen of the schools are listed as advertising/public relations and 34 as advertising.

Youngstown State University’s major program encompasses work in Advertising Art. Western Michigan University’s major program is titled “Advertising and Promotion” while Baruch College

of City University of New York's major track program is titled "Advertising and Marketing Communications." Ferris State University is the other business school reporting advertising as a major.

Northwestern University reports its major as "Integrated Marketing Communication" as does Roosevelt University, Ithaca College and Abilene Christian University. Southern Indiana's major program extends to separate advertising and public relations options. The University of Kentucky's major program is listed as "Integrated Strategic Communication." And, Buffalo State College's major program is carried as "Public Communication." Bemidji State University major in advertising/public relations offers the Bachelor of Science degree as "Marketing Communication."

Below is an example of the required advertising courses in the major at the University of Illinois.

Required:

- Introduction to Advertising
- Advertising Research Methods

Five of the following are required:

- Consumer Communications and the Public
- Classic Campaigns
- Advertising History
- Creative Strategy and Tactics
- Audience Analysis
- Advertising Management
- Social and Cult Context of Advertising
- Persuasion Consumer Response¹

Sequence

All "sequence" programs reported in the current study are found in JMC schools. In the past two studies, "sequence" was the most used title. For this study, 43 schools used the title of advertising sequence for their programs. There were 51 schools in the 1989 study, compared to 36 in the 1964 study. Eleven of the schools offer the sequence as advertising/public relations, while 32 are carried as advertising.

One reason for the reduction in the number of schools currently using sequence for their program is due to the number of JMC programs that changed or upgraded their program into a major.

James L. C. Ford defined the term "sequence" in his thesis for the University of Minnesota in 1947. With exception of a few words, the definition is still valid:

"Sequence" is a term often used for the organization of the curriculum in journalism into sub-curricula or subdivisions, generally on the basis of different journalistic vocations. It has become a definite and influential factor in a number of departments, especially those that are striving to qualify themselves as "professional schools."²

Ford also pointed out that the sequence concept was originated at the University of Wisconsin in 1927. This usage generally is accepted by professionals in journalism and mass communications as the standard term for describing the program.

Typical requirements for an advertising sequence in a JMC program usually include four or five courses in advertising. This constitutes about thirty to forty percent of all the courses in the department or school.

The required advertising courses in the University of North Carolina's advertising sequence include:

Sequence core:

- Principles of Advertising
- Advertising Copy & Communication
- Advertising Media

Two electives from these courses are required

- Advertising Campaigns
- Sports Marketing & Advertising
- Concepts of Marketing
- Advanced Copy
- Media Marketing
- Advertising & Public Relations Research
- Special Topics in Advertising³

Concentration

A "concentration," according to a *Boston University Bulletin*, is a plan to provide significant understanding and skills in an area of a student's choice. Of the 16 schools with concentrations in advertising, eight are in advertising and eight are in advertising/public relations.

Florida Gulf Coast University's Department of Marketing is the only business program with a concentration in advertising. All of the remaining programs are in JMC schools.

The University of Minnesota's concentration is reported as Strategic Communication.

One of the largest advertising programs in the country, California State University-Fullerton, requires these advertising courses in its concentration:

Required advertising courses:

- Principles of Advertising
- Writing for Advertising
- Advertising Media
- Advertising Creative Strategy & Execution
- Advertising Campaigns
- Mass Media Internship

Two electives from 13 courses:

- Principles of Public Relations
- Current Issues in Advertising
- Advertising Communications Management
- Advanced Media Strategy & Tactics
- Advertising Creative Strategy & Execution II
- Advertising Media Sales
- Internet Advertising & Promotional Communications
- 6 other communication courses⁴

Emphasis

Thirteen schools report their advertising program as an "emphasis". Four are listed as advertising/public relations and nine as advertising. All emphasis programs are found in JMC schools.

Wichita State University's advertising/public relations program is reported as Integrated Marketing Communications, while Elon University's program is listed as Corporate Communications.

The University of Northern Colorado describes an "emphasis" as: A concentration of courses in a student's declared area of primary academic study which, when accompanied by appropriate supporting courses, leads to a degree. The advertising and public relations courses for the sequence include:

Required courses:

- Broadcast Advertising and Promotion
- Public Relations
- Media Planning and Research
- Public Relations Techniques

Other recommended courses:

- Advertising
- Advertising Campaigns
- Internship⁵

Program

Twelve schools use the title of “Program” for its undergraduate advertising program. Of the 12, eight are reported as advertising and four as advertising/public relations. The University of Alabama’s joint advertising and public relations graduate program was also classified as a program.

Purdue University Calumet’s advertising program is located in the School of Management, while Columbia College Chicago’s program is located in the Department of Marketing Communication. Emerson College’s Bachelor of Arts is listed as Marketing Communication.

The University of Arkansas at Little Rock is the only other program outside a JMC school.

An example of the advertising courses required in the advertising program at the University of New Mexico includes:

Required courses:

- Introduction to Advertising
- Advertising Media Planning
- Advertising Copywriting/Creative
- Advertising Campaigns⁶

Track

There are eight schools that list the title of “Track” to report their advertising program. Five of the schools’ programs are advertising/public relations and three are advertising. All of the programs are in JMC schools.

In some cases a track is a division of a major or sequence. As example, Southern Methodist University reports Management and Creative tracks under its advertising major. The universities of

Wisconsin and Kansas each list their tracks as Strategic Communication.

Florida International University's track is a part of the Integrated Communication program offered by the Department of Advertising. The courses required in the track include:

School Requirements:

- Mass Communication Orientation
- Writing Strategies
- Mass Media and Society
- Mass Communication Law & Ethics

Track Requirements:

- Principles of Advertising
- Principles of Public Relations
- Creative Concepts
- Integrated Communication Research Strategy

For Creative Track:

- Advanced Print Concepts
- Radio/TV Concepts

For Account Management Track:

- Media Planning
- Visual Design for Media

Added Requirements:

- Integrated Communication Campaigns
- Integrated Communications Seminar

One Departmental Elective from:

- Introduction to Journalism
- Special Topics (Ad or PR)
- Communication Internship or Introduction to Television⁷

Specialization

"Specialization" was a popular title for advertising programs in 1964. Eleven schools, all from business/marketing areas, listed it for their advertising program. For this study, it is very different. There are only four schools that use the title of specialization for their advertising program. All of the programs are in JMC schools with three as advertising and one advertising/public relations.

Schools reporting specialization programs include the University of West Florida, University of Denver, South Dakota State

University and Liberty University. The University of Denver's specialization program is listed as advertising management.

An example of the required advertising courses for the specialization at South Dakota State University includes:

Required courses:

- Advertising Principles
- Advertising Copy and Layout and Studio
- Advertising Media Strategies and Studio
- Integrated Marketing Communication Campaign⁸

Option

In the 1964 study, the term "option" was used exclusively in schools of business. Now, only two schools report the use of option as the descriptive title of their advertising program. Of the two, Southwest Missouri State University's program is offered in the Department of Marketing. The other school, Southeast Missouri State University's program is in the Department of Communication.

Southeast Missouri State's defines an option as: A curricular component that enables students to make an in-depth inquiry into a discipline or professional field of study.

The required advertising courses in the option at Southeast Missouri State University include:

Required courses:

- Advertising Principles
- Advertising Techniques I (layout)
- Advertising Techniques II (copywriting)
- Advertising Campaigns⁹

Area

The Louisiana State University's Manship School of Mass Communication is the only school using the title of "Area" for its advertising program.

The required advertising courses in the area include:

Core Requirement:

- Introduction to Advertising and Public Relations

Area Requirements:

- Advertising Creative Strategy
- Media Planning and Analysis
- Advertising Problems
- Advertising Campaigns¹⁰

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- 1 Retrieved August 19, 2005 <http://www.comm.uiuc.edu>
 - 2 Ford, 133-4.
 - 3 Retrieved August 20, 2005, <http://www.jamc.unc.edu>
 - 4 Retrieved August 20, 2005, <http://communications.fullerton.edu>
 - 5 Undergraduate Programs Bulletin (1988-9) University of Northern Colorado, Greeley, CO.
 - 6 Werder, Olaf, (June 23, 2005), University of New Mexico, NM.
 - 7 Retrieved August 20, 2005, <http://www.fiu.edu/~journal>.
 - 8 Arnold, Mary (June 24, 2005), e-mail, University of South Dakota.
 - 9 Gonders, Susan (June 23, 2005) e-mail, Southeast Missouri State University.
 - 10 Osborne, Anne C. (June 27, 2005) e-mail, Louisiana State University.

Chapter VII - Graduate Advertising Curriculum

Graduate advertising education has seen considerable growth since the first study in 1964. The number of schools reporting advertising programs in 1964 was 77 while in 2005, the number increased to 145, an increase of 88 percent. The number of schools reporting graduate courses and programs in the first study was 47. The present study reports on 61, a growth of 30 percent. Part of this growth could be attributed to the reporting of joint advertising/public relations programs separately.

While growth is important, the main changes that have been noted in the past 15 years are in the diversity of programs. There is the difference in where the programs are being taught and in what is being taught. In 1964, of the 47 schools with graduate programs, 20 or 42.5 percent were in business/marketing. In the current study of 61 schools with graduate programs, only two, or three percent, are from business/marketing.

The other major difference is in the title and content of the programs. Probably the most notable have been programs placing more emphasis on bringing advertising and public relations together in Integrated Marketing Communications. Other new titles and directions would be Strategic Integrated Communications or Strategic Communications, marketing Communications; Advertising/Marketing Communications, Public Communications and Corporate Communications. Specific details of some of these programs will be fully discussed later in the chapter.

The status of graduate advertising education is considerably less clear and less uniform than for undergraduate advertising education. Each of the schools surveyed had reported that advertising undergraduate students could continue to study advertising on the graduate level. They did not, however, indicate

that these graduates would obtain a major in advertising; instead, the degree probably would come with a major in journalism, mass communications, communications, marketing or business administration.

As is the case with the undergraduate advertising curriculum, graduate courses in advertising are under the academic control of journalism/mass communications or marketing/business. A few institutions grant master's degrees with a major in advertising. Only one institution, the University of Texas at Austin, has a doctoral degree in advertising.

Graduate advertising students come from three major sources. Most students come from undergraduate programs wanting to continue in advertising. In many schools, graduate advertising students come from other majors, especially those from liberal arts programs. And, many programs cater to bringing professionals back to the campus for a graduate degree.

The Reed and Crawford Study

Probably the landmark and most extensive study on graduate advertising education came in 1963, titled *The Teaching of Advertising at the Graduate Level*,¹ by Vergil Reed, Columbia Graduate School of Business and John Crawford, Michigan State University. The survey was sponsored jointly by the Columbia Graduate School of Business and the American Association of Advertising Agencies. The sample for the study was drawn from four distinct groups:

1. The exclusively graduate schools of business administration. Only night schools were in this group.
2. Schools or colleges of journalism or communications where advanced degrees are given in advertising or public relations. The study included nine from this group.
3. "Integrated" universities, meaning institutions where business administration is taught at both undergraduate and graduate levels. Sixteen of these were included.
4. Advertising executives from 27 agencies and one editor of an outstanding advertising trade publication.²

The study proposed to examine advertising education at the graduate level as a basis for recommendation for improvement.

Exclusively Graduate Schools of Business

Reed and Crawford stated that patterns in advertising courses already were established before the Ford and Carnegie reports were published. Only one graduate school of business, Columbia University, offered a program in graduate advertising education in 1962; the other schools treated advertising as a general part of the "marketing mix." Many of these schools taught courses in advertising management, thus approaching advertising from the business management point of view.

The schools in this section include Carnegie Institute of Technology, University of Chicago, Columbia University, Cornell University, Dartmouth College, Harvard University, Stanford University, and University of Virginia. Carnegie and Chicago offered no courses in advertising, Columbia offered five, Harvard offered two, and the remainder offered one.

The Columbia University advertising program included:

Survey of Advertising

The Management of Advertising

Psychological Analysis in Advertising

Media and Markets

Advertising Agency Operations and Management

The program was revised the next year with a reduction of courses.

Schools of Journalism and Communications

The authors claimed that graduate education in advertising was established more firmly in schools of journalism and communications than in schools of business. The nine institutions included in the study offered both master's and doctor's degrees.

Reed and Crawford claimed that the major emphasis in advertising education in the journalism schools was the "why" of advertising. Although the schools taught techniques, however, that was not their major objective.

Typical of the required courses for graduate work in advertising were those of the University of Illinois and Michigan

State University. The University of Illinois required all graduate students with an advertising background to take five courses:

- Advanced Advertising Principles
- Research Methods in Advertising and Marketing
- Advertising and the Mass Media
- Special Topics in Advertising
- Thesis Research³

While at Michigan State the required courses were:

- Selected Cases in Advertising
- Current Problems in Media Strategy
- Impact of Advertising upon Contemporary Society
- Special Problems (Independent Study)
- Thesis Research⁴

The "Integrated" Universities

Using the process of elimination, the authors found that 11 of the 105 accredited schools of business offered graduate advertising courses. As with the exclusively graduate schools of business, this group offered relatively few advertising courses. The two exceptions were the College of the City of New York and New York University, each offering eight courses.⁵ Again, with the exception of CCNY and NYU, most of the institutions gave graduate students in business a broad exposure to advertising as a tool of management.

The Reed and Crawford report was not intended as a comprehensive study of all graduate education in advertising. Yet, it does serve as a point of departure for this study. It presented some important information on graduate advertising education in the 1960s, a subject that previously had been neglected.

It is interesting to note that none of the business schools studied in 1962, report advertising programs today. Yet, both Michigan State and Illinois not only have graduate advertising programs in journalism or mass communications schools today but also are still among the leading graduate programs.

The Current Study

In the current study of 145 schools, 61, or 42 percent, indicated that advertising students could continue to work toward a graduate degree with advertising content.

Table 7-1, shows the pattern of graduate advertising education since 1964. The information was taken from the 1965, 1970, 1980, 1990 editions of *Where shall I go to college to study advertising?* and the 2005 edition of *Where shall I go to study advertising and public relations?*

Table 7-1
Schools with Graduate Advertising Programs

Year	Master's		Ph.D.		Total
	J/MC	B/M	J/MC	B/M	
1965	25	18	4	2	49*
1970	21	14	10	5	50
1980	31	4	13	2	50
1990	36	3	18	1	59
2005	42	1	19	1	63*

*Two schools reported two degrees

A similar study by Donald G. Hileman, University of Tennessee, in the fall 1970 edition of *Linage*, reported on graduate advertising education at 43 institutions.⁶ He found that 22 or about one-half, of the universities listed in the guide offered both master's and doctoral degrees. Of the 22, the universities of Illinois and Indiana offered doctorates in both business and communications. Eleven schools offered a doctorate in business only and nine in communications.⁷

Hileman's study indicated there were two times as many doctorates in business than listed in the 1970 directory. The other figures were reasonably close. Hileman's studies of graduate advertising education appeared in the 1964, 1966, 1968, 1970 and 1972 fall issues of *Linage*.

Advertising Education (ADEDU) Summit

On April 21, 2001, The Department of Advertising at the University of Texas and the American Advertising Federation brought together a group of advertising educators and practitioners in Austin, TX to discuss the present and the future of advertising

education. After various speakers, the group was divided into smaller groups to discuss specific topics about advertising education.

The group that made recommendations for graduate advertising education also reported their expectations for graduate education. Specifically graduate students should be exposed to:

- Independent thinking
- Critical thinking skills
- Academic/industry distinction in attitude and expectancy
- Ability to leap ahead of professional practice
- Understand that they are being hired for their depth of knowledge
- Demonstrate leadership skills
- Have the capacity to manage complex issues
- Show that they understand business (marketing, budgeting and investments).⁸

The Master's Degree

There are 41 institutions with graduate advertising programs. They offer 43 master's degrees as the highest graduate degree. Two schools, Murray State University offers both the Master of Arts and Master of Science and the University of North Texas offers the Master of Arts and the Master of Journalism. Sixteen of the schools offer the Master of Arts, while seven offer the Master of Science.

Three of those with the Master of Science degrees extend the program title to a more specific name: Integrated Communication, Florida International University; Integrated Marketing Communication, Roosevelt University; and Advertising Management, University of Denver.

Three other universities carry their master's program under different titles. Louisiana State University reports the Master of Mass Communication; Marshall University reports the Master of Arts in Journalism and West Virginia University as the Master of Science in Journalism.

Sixteen of the universities offer their graduate master's program under the joint advertising/public relations program. Twelve of the schools offer Master of Arts degrees. Emerson

University's program title is extended to Global, Integrated Marketing & Health Communication.

Three of the universities offer the Master of Science, each with specialized programs. Northwestern University's program is in Integrated Marketing Communication, the University of Kansas in Strategic Communication and Buffalo State University in Public Communication.

The only master's degree from a business school, Youngstown State University, offers the Master of Business Administration.

The Doctoral Degree

Twenty universities offer doctoral programs where advertising students can continue their graduate studies. The University of Texas is the only school that offers a Doctor of Philosophy degree in advertising. Doctoral degrees at other universities are found as a part of a broader academic umbrella.

Eighteen universities that offer graduate programs are under the advertising program. Two, the University of South Carolina and the University of Wisconsin are under joint advertising/public relations programs.

As in the master's programs, some of the universities offer advertising as a specialization in their doctoral programs. Southern Illinois University's program is reported as Integrated Marketing Communications, Michigan State University as Mass Media, Syracuse University as Communication, Baruch College\City University of New York as advertising and marketing communication and Texas Tech University as Media Convergence. Baruch's program is the only one reported from a school of business.

Master's Degree Programs

Five master's degree programs have been selected to provide different examples such as integrated marketing communications, strategic communication, creative strategic and general programs.

Northwestern University

The graduate program in integrated marketing communications at Northwestern University educates students for careers in marketing communications and marketing management. The program combines the traditional areas of marketing communications with business skills in marketing, finance, statistics and organizational behavior to form a unique program on the cutting edge of marketing communications and customer relationship management.

First Quarter:

- Marketing Finance
- Market Research and Statistics
- Marketing Management
- Consumer Insight

Second Quarter:

- IMC Database Marketing and Analysis
- Communication Skills and Persuasive Messages
- IMC Strategy and Tactics
- Media Economics and Technology

Third Quarter:

- IMC Creative Message Strategy
- Managing the Integration Process
- Students also choose two of the following electives:
 - Sales Promotion Management
 - Advertising/Sales Promotion Management Decisions
 - Marketing Public Relations
 - Investor Relations Management
 - Customer Contact & Database Marketing Planning
 - Customer Contact & Database Marketing Planning
 - Strategic Planning in an E-Commerce Environment

Fourth Quarter:

- Professional Residency
- Professional Residency Seminar

Fifth Quarter: (Students may take 3 or 4 units, with a minimum of 2 in the IMC program)

- Students must take: Professional Practicum.
 - Examples include: Crisis Management,
 - Advanced Database Strategies, Advanced

Investor Relations, Sales Promotion Analysis, Brand and Valuation Marketing, Global Marketing, Speechwriting and Presentation, Bargaining and Negotiating, and ED-Commerce.

Students also take one or two of the following:
Advertising/Sales Promotion Strategies and Tactics
Advanced Seminar in Advertising and Sales Promotion
Public Relations Strategies and Tactics
Issues Management and Public Affairs
Customer Relationship Marketing Strategies
The Consumer View on Media, Law and Ethics⁹

The University of Missouri

The Advertising Model prepares students for careers in advertising, public relations, corporate communication and other strategic communication disciplines.

Program Core: 12 Credits

Principles of Strategic Communication	3 Credits
Mass Media Seminar	3 Credits
Quantitative Research Methods	3 Credits
or	
Qualitative Research Methods	3 Credits

Plus one of the following courses:

Communications Law	3 Credits
History of Mass Media	3 Credits
Media Ethics	3 Credits

Advertising Core: 15 Credits

Strategic Writing I	3 Credits
Strategic Design and Visuals I	3 Credits
Psychology of Advertising	3 Credits
Media Strategy and Planning	3 Credits
Strategic Campaigns	3 Credits

Suggested Courses: 6 Credits

Strategic Writing II	3 Credits
Advanced Media Sales	3 Credits

Strategic Design and Visuals II	3 Credits
Broadcasting Advertising	3 Credits
Management of Strategic Communication	3 Credits
Public Relations	3 Credits
Strategic Communication Research I	3 Credits
The Community Newspaper	3 Credits
Capstone Level: 10 Credits	
Research in Journalism and	9 Credits
M.A. Thesis Seminar	1 Credits
MA Project Seminar and	1 Credits
Area Problem in Journalism	9 Credits
Total Required for Graduation: 43 Credits ¹⁰	

The University of South Carolina

To earn the M.M.C. degree with the Integrated Communication area of emphasis, a student must complete a minimum of 12 graduate courses (36 credits) including the following:

The M.M.C. Core:

- Research Methods in Mass Communication
- Integrated Communication Principles
- Media Law
- Issues in Mass Communication Management
- Media Economics
- Practicum in Mass Communication Management

Students choosing this area of emphasis will be expected to work with organizations or agencies with an integrated communication orientation to fulfill their professional capstone practicum experience.

Four additional required graduate courses (nine credits):

- Integrated Communication Strategies
- Integrated Communication Campaigns
- Marketing Management
- Public Relations Management
- or
- Advertising Management

Two additional graduate elective courses (six credits) that can be chosen from:

- Marketing Research
- Marketing Planning
- Consumer Behavior
- Marketing Communications
- Sales and Sales Management
- Product and Branding Policies
- Customer Relationship Management and Data Mining
- Internet Marketing
- Management of Human Resources
- Organization Behavior

or

- Organizational Communication

Other graduate elective courses as approved by the student's Academic Advisor and the Associate Director for Graduate Studies and Research

The M.M.C. comprehensive examination consisting of:
a five-hour written examination based on the M.M.C. core, a second-day written examination based on the elective hours and practicum-related experience and an oral defense of the second-day written examination.¹¹

Virginia Commonwealth University

The Ad Center of Virginia Commonwealth University is a two-year graduate program for advertising, offering five tracks of study: Art Direction, Copywriting, Strategic Planning, Creative Media Planning and Creative Brand Management. Graduates receive a Master of Science degree in Mass Communications. The following description of the program is for the Creative Brand Management Curriculum.

First Semester

- Technology
- Creative Thinking
- Strategic Thinking
- Business of Advertising
- Quantitative & Qualitative Research

Second Semester

- Managerial Accounting & Quantitative Techniques
- Media Research & Planning
- Strategic Brand Concepts
- Introduction to Brand Management

Third Semester

- Cultural Exploration & Communications
- Creating Brand Products & Channels
- Brand Campaigns

Fourth Semester

- Brand Management Creative Simulation
- Account Leadership
- Building Brands in International Cultures
- Internal Brand Leadership

The University of Wisconsin

The Professional-track M. A. program serves students seeking training in the areas of journalism and strategic communication. The program is designed for both mid-career professionals seeking graduate degrees and students who majored in fields outside journalism who are seeking training in journalism or strategic communication.

Students may either choose one of the two identified areas of specialization (health/science/environment communication and political communication) or create their own specialization from courses in journalism and other departments. Journalism professionals may seek training in health/science/environmental reporting and political reporting. Strategic communication professionals may seek training in strategic health/science/environmental communication or political campaigns.

Course programs are tailored to the interests of the student and consist of a minimum of 24 credits for those students who write a thesis and a minimum of 30 credits for students who choose the non-thesis option. Professional-track M.A. students generally return to the professional world. However, UW-Madison Professional-track M.A. graduates may matriculate into the Ph.D. program following a successful defense of a master's thesis, provided they complete their degree on time and receive permission from their M.A. committee.¹²

Doctoral Programs

Two doctoral programs have been selected to use as examples, Michigan State University and the University of Texas. Both programs are Doctors of Philosophy. The Texas program is a degree in advertising. The Michigan State program is a degree in mass media with a major in advertising.

Michigan State University

The Mass Media Ph.D. program requires completion of at least sixteen courses. The coursework includes the following:

Core Curriculum

- Media Theory
- Quantitative Research Design
- Law and Public Policy of the Media
- Qualitative Research Methods
- Media and Technology
- Media Economics

Specialty Area

Five or six courses in an area of the student's interest and approved by the student's guidance committee.

Methods Specialty

Three or four courses approved by the student's guidance committee

Additional Coursework

Students enroll in at least one section of Doctoral Seminar. The seminar topic varies by semester.

Students also complete a non-credit Research Practicum in the second year of the program.

Teaching experience is gained both by serving as graduate teaching assistants in courses and also teaching courses or course sections independently.

Students are expected to form a guidance committee and name a guidance committee chairperson by the last day of classes of the spring semester of the first year in the program.

University and College Requirements

The university requires that doctoral students complete a comprehensive examination within five years of first enrollment and the dissertation within eight years of first enrollment.

The minimum university requirements for the Doctor of Philosophy degree are: 1. Completion of coursework; 2. Demonstration of comprehensive knowledge by examination; 3. A dissertation based upon original research; 4. An oral examination based upon the dissertation and related materials.¹³

The University of Texas at Austin

The Ph.D. in Advertising is designed to be a full-time program, and an annual doctoral review is conducted each May to ensure that students are making satisfactory progress toward completing their program. Although there is no standard time-frame for completing the program, most students complete 18-24 hours per year and then spend approximately 9-12 months writing their dissertation.

In addition to course work students must:

- a. take a Ph.D. written and oral comprehensive examination in each supporting field, which is drawn from the student's plan of study.
- b. present a dissertation proposal and obtain approval of the student's dissertation committee.
- c. complete a dissertation written under the direction of a supervising professor.
- d. present an oral defense before the Dissertation Committee, which consists of at least five faculty members.

Program Prerequisites

Strategic Advertising Principles (graduate)

Media Management (graduate)

Foundations of Marketing

A Statistics Course

Residence Requirement

A graduate student must spend at least two semesters, or the equivalent, in residence and complete a major portion of the degree program (at least 30 hours) at the University of Texas at Austin.

The Degree Plan

Doctoral work in Advertising can be approached in two ways as described below. Typically, doctoral students in Advertising pursue the first option: the interdisciplinary program.

Option 1. Interdisciplinary program

The program begins under the direction of a Course Committee. Generally the work will be in at least four areas, with one committee member from each area and one member, usually from Advertising, serving as the Committee's Chair, for a total of five professors. Normally two of three members of the committee are from Advertising. The Committee Chair serves as supervisor.

The procedure includes:

1. Determine the areas of concentration
2. Decide on a Committee member in each area
3. Determine the specific courses that are required in each area
4. File a form with the Department indicating each member who has agreed to serve on the Course Committee.

Although there is no specific number of courses required for the Doctoral degree, a typical program might be as follows:

Advertising	24 to 30 hours
Concentration #2	12 to 15 hours
Concentration #3	12 to 15 hours
Concentration #4	12 to 15 hours
Master's Work	depends on acceptance of student's committee
Total	70 to 75 hours

Option 2. Communication, with Advertising as the field of concentration

- a. Under this option, the program is under the direction of the Graduate Studies Committee (GSC) in Advertising.
- b. After comprehensives and approval for candidacy, a Dissertation Committee is appointed.
- c. With field of concentration (advertising) selected, the student will do supporting work in other areas usually in at least two other fields.* Supporting work generally requires a minimum of three courses in each area* A comprehensive exam is

required in Advertising. Examinations in the supporting work are determined by the GSC in Advertising.

- d. The Dissertation Committee is selected which requires five members with at least three from the department.¹⁴

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1. New York: Columbia Graduate School of Business. 1963
 2. Ibid
 3. Ibid
 4. Ibid
 5. Ibid
 6. Donald G. Hileman, "A Guide To Graduate Study," *Linage*, (Fall 1970), 9-16
 7. Ibid
 8. Panel (2001) Advertising Education Summit, Findings and Recommendations, ADEDU Summit, University of Texas, 19. Retrieved August 15, 2005 <http://www.medill.northwestern.edu>
 9. Retrieved June 28, 2005 <http://www.Journalism.missouri.edu/advertising>
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 13. Retrieved August 20, 2005 <http://www.adv.msu.edu>
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Chapter VIII - Advertising Students and Graduates

Anne C. Osborne

According to Universal McCann's *Insider's Report*, national advertising spending for 2004 reached \$263.3 billion. This figure represents a 7.3% increase over the previous year and continues a trend of slow but steady growth in annual spending since 2001, the first year in ten to experience a decline in advertising expenditures.¹ With all this money going into advertising, one might expect jobs to be plentiful and students to be flocking to advertising schools. Such is not the case. Undergraduate enrollment, following a sharp decline in the early 1990s, has remained relatively flat over the past 10 years, while the number of Bachelor's degrees awarded in advertising has fluctuated considerably. Graduate enrollment (Master and Ph.D.) and graduation totals also have experienced dramatic fluctuations. This chapter details trends in enrollment of advertising programs. Unless otherwise specified, findings are drawn from the data most recently collected for this text, referred to as the study.

Table 8-1
Annual US Advertising Spending

Year	Billion US\$	% Change
1992	\$133.8	+4.2
1993	141.0	+5.4
1994	153.0	+8.6
1995	165.1	+7.9
1996	178.1	+7.9
1997	191.3	+7.4
1998	206.7	+8.0
1999	222.3	+7.6
2000	247.5	+11.3
2001	231.3	-6.5
2002	236.9	+2.4
2003	245.5	+3.6
2004	263.8	+7.4
2005	276.0	+4.6

Step One: Getting an Education

Some of advertising history’s greatest practitioners never studied advertising. David Ogilvy, Leo Burnett, and Mary Wells Lawrence learned from experience, not textbooks. Even today, many advertising professionals come from business, liberal arts or design programs. Still, enrollment figures suggest that thousands of students see an advertising degree as the first step to a career in the field. As shown in Table 8-2, since 1992 undergraduate enrollment in advertising programs has rollercoasted from a peak of 17,519 students in 1992-3 to a low of 13,716 students in 1996-7. The most recent figures show a slight increase for 2004-5; yet the figure falls 11.2% short of the 1992-3 high water mark for undergraduate enrollment.

Table 8-2
Annual Enrollment for Advertising-specific Programs

Year	Undergrad	% Change	Grad	% Change	Total	% Change
1992-3	17519		1149		18668	
1993-4	15943	-9.0	682	-40.6	16625	-10.9
1994-5	15037	-5.7	620	-9.1	15657	-5.8
1995-6	14470	-3.8	739	+19.2	15209	-2.9
1996-7	13716	-5.2	891	+20.6	14607	-4.0
1997-8	14665	+6.9	979	+9.9	15644	+7.1
1998-9	15337	+4.6	896	-8.5	16233	+3.8
1999-2000	16622	+8.4	1098	+22.5	17720	+9.2
2000-01	16143	-2.9	1042	-5.1	17185	-3.0
2001-02	16115	-0.2	1105	+6.1	17220	+0.2
2002-3	15088	-6.4	1103	-0.2	16191	-4.2
2003-4	15381	+1.9	1085	-1.6	16466	-0.2
2004-5	15549	+1.1	1039	-4.2	16588	+0.7

It is interesting to note, however, that when looking at total enrollment for advertising-only and joint advertising and public relations programs, enrollment has increased considerably (See Table 8-3). Undergraduate enrollment for 2004-5 is up 5.6% from the previous year and 16.5% from 1992-3 enrollment. This speaks to the general trend toward more integrated curricula.

Table 8-3
Total Enrollment Including for Integrated Adv./PR Programs

Year	Undergrad	% Change	Grad	% Change	Total	% Change
1992-3	21739		1394		23133	
1993-4	18257	-16.0	925	-33.6	19182	-17.1
1994-5	18559	+1.7	1228	+32.8	19787	+3.2
1995-6	18118	-2.4	1334	+8.6	19452	-1.7
1996-7	18422	+1.7	1318	-1.2	19740	+1.5
1997-8	20092	+9.1	1405	+6.6	21497	+8.9
1998-9	22404	+11.5	1247	-11.3	23651	+10.0
1999-2000	22581	+0.8	1459	+17.0	24040	+1.6
2000-01	23332	+3.3	1513	+3.7	24845	+3.4
2001-02	23025	-1.3	1335	-11.8	24360	-1.9
2002-3	23326	+1.3	1649	+23.5	25288	+3.8
2003-4	23995	+2.9	1619	-1.8	25614	+1.3
2004-5	25335	+5.6	1679	+3.7	27014	+5.5

Graduate enrollment, combined Master and Ph.D., for advertising only programs has experienced even more dramatic fluctuations since 1992, most notably a 40.6% decrease between 1992-3 and 1993-4 (Table 8-2). The same is true even when including Advertising/PR enrollment. In the years to follow graduate enrollment has continued to ebb and flow with slight increases in overall graduate enrollment in the most recent years (Table 8.3). In fact, overall graduate enrollment of 1,679 students for 2004-5 topped 1992-3 enrollment by 16.8%. It is worth noting that while master's programs increased from 1,351 students in 1992-3 to only 1,540 in 2004-5 (14.0%), Ph.D. enrollment over this same period increased by a staggering 223.3%, from 43 to 139 students.

Regional Differences: Undergraduate

The current study of advertising programs reports that most (31.7%) students interested in studying advertising are found in the Midwest region. The Midwest region is home to 35 schools offering undergraduate degrees in advertising alone and another 16 offering combined advertising and public relations degrees. Michigan State University boasts the largest Midwestern and national undergraduate advertising-specific program with 811 students, 307 freshmen and sophomores with 504 juniors and seniors.

While Michigan State University has the largest advertising-specific program, University of South Carolina enjoys the largest overall program in the country with 900 students in its combined advertising and public relations area. With 24 schools offering advertising-only degrees and 11 with combined programs, the Southeast region accounts for 27.2% of all advertising students. University of Florida, reporting 646 freshmen through seniors, has the largest advertising exclusive program in the region.

It is interesting to note that some schools do not allow students to declare their major until the third year, thus somewhat under-representing the magnitude of the school's advertising program. Pennsylvania State University, Florida International University and University of Kansas, for instance, reported upper-level enrollment of 643, 394, 368 students, respectively, but no enrollment at the lower levels.

Regional Difference: Graduate

The largest master's programs were found at Emerson College, Roosevelt University, Virginia Commonwealth University and University of Texas-Austin with 243, 170, 160, 156 students respectively. Of these graduate programs, only Emerson College's is an integrated advertising and public relations curriculum. Reflecting trends within the industry, the other three largest graduate programs offer greater specialization. VCU's Adcenter focuses on advertising creative work by awarding a Master of Science in Mass Communication with concentrations in copywriting, art direction and strategy. University of Texas-Austin students may concentrate in creative portfolio development as well as interactive advertising.

Very few programs offer a Ph.D. with an emphasis on advertising. Johnson and Ross' survey lists only 10 such programs. University of Illinois is by far the largest with 50 students in 2004-5. University of Texas-Austin followed with 25.

Diversity

When this volume was last published in 1991, the then increasing enrollment was attributed in part to increases in the number of women and minorities entering advertising programs. Though current figures regarding minority and female enrollment specifically in advertising are unavailable, a look at journalism and mass communication programs provides some insight. Becker et al. reported only slight increases in female enrollment in the past five years; yet women accounted for the majority of students at all levels of study.² Female undergraduate enrollment for 2003 reached 64.7%. Women dominated master's degree enrollment even further with 65.2%. Finally, doctoral enrollment for women in journalism and mass communication was 55.2%.³

Similarly, racial and ethnic minority enrollment has continued growth since 1991. In 2003 minorities comprised 27.9% of undergraduates studying journalism or mass communication. African-Americans accounted for 13.4% followed by Hispanics (5.9%) and Asian Pacific Islanders (3.8%). These percentages decline at the Master and Ph.D. levels. For master's level, African-American enrollment was 10.7%, while Hispanics accounted for 4.5% and Asian Pacific Islanders accounted for 5.7%. Another 12.7% of master's enrollment was classified as Foreign. At the Doctoral level,

29.8% of the journalism and mass communication enrollment was Foreign. Remaining minority enrollment was 9.9% African-American, 1.9% Hispanic, and 6.3% Asian Pacific Islander, 0.4% Native American.⁴

Becker, et al. concluded that female enrollment in journalism and mass communication programs outpaced that of universities as a whole. This was not true of racial and ethnic minorities. Still the numbers do show improvement over the past 10 years.

With regard to African-American enrollment, that Historically Black Colleges and Universities (HBCUs) accounted for only five of the 197 programs that responded to Johnson and Ross' survey of advertising and public relations programs. Those schools were: Alabama State, Howard University, Florida A&M University, Grambling State University, and Mississippi Valley State University. None of these schools offers a degree, Bachelor's, Master or Ph.D., specifically in advertising. One program, Howard University, offers a combined Advertising and Public Relations degree, with undergraduate enrollment for 2004-5 at 68 students. The others offer only public relations.

The Finish Line: Graduation

Enrollment is stable. But are all these students making it to the finish line? The answer is yes. Several thousand would-be advertising professionals graduate each year.

Table 8-4
Annual Number of Graduates (Advertising-specific programs)

Year	Bachelor's	% Change	Master's	% Change	Ph.D.	% Change
1992-3	6,336		355		11	
1993-4	5,923	-6.5	341	-3.9	12	+9.1
1994-5	5,060	-14.6	225	-34.0	15	+25.0
1995-6	4,727	-6.6	266	+18.2	12	-20.0
1996-7	4,139	-12.4	313	+17.7	26	+116.7
1997-8	4,190	+1.2	331	+5.8	24	-7.7
1998-9	4,486	+7.1	355	+7.3	15	-37.5
1999-2000	4,933	+10.0	499	+40.6	22	+46.7
2000-01	4,486	-9.1	423	-15.2	36	+63.6
2001-02	4,623	+3.1	396	-6.4	32	-11.1
2002-3	4,811	+4.1	414	+4.6	26	-18.8
2003-4	5,373	+11.7	459	+10.9	29	+11.5
2004-5	5,213	-3.0	406	-11.6	22	-24.1

According to Johnson and Ross, colleges and universities awarded 5,213 advertising-specific Bachelor's degrees in 2003-4 and 3,161 integrated advertising and public relations degrees. This represents an overall increase of 6.8% from the previous year. Another 406 students earned advertising-specific master's degrees, while 244 earned integrated master's degrees. Colleges and universities awarded 22 advertising-specific Doctorates and only 9 integrated doctorates. This suggests that schools have been slower to bring integration to post-graduate education than to undergraduate education. Tables 8.4 and 8.5 provide graduation figures and percent change over the past 13 years for advertising-specific and integrated programs, respectively.

Table 8-5
Annual Number of Graduates from Integrated Adv./PR
Programs

Year	Bachelor's	% Change	Master's	% Change	Ph.D.	% Change
1992-3	1020		51		1	
1993-4	797	-21.9	75	+47.1	0	-100.0
1994-5	1231	+54.5	173	+130.7	4	+400.0
1995-6	1592	+29.3	213	+23.1	0	-100.0
1996-7	1493	-6.2	247	+16.0	0	-
1997-8	1981	+32.7	250	+1.2	0	-
1998-9	2103	+6.2	268	+7.2	0	-
1999-2000	1816	-13.7	164	-38.8	1	-
2000-01	2047	+12.7	206	+25.6	1	-
2001-02	2013	-1.7	147	-28.6	1	-
2002-3	2351	+16.8	186	+26.5	1	-
2003-4	2466	+4.9	214	+15.1	1	-
2004-5	3161	+28.2	244	+14.0	9	+800.0

Like enrollment, graduation rates have fluctuated considerably since 1992, particularly at the Ph.D. level where the overall number of graduates jumped 116.7% between 1995-6 and 1996-7, followed by two years of declining graduation. Comparing current graduation totals to 1992-3, the number of advertising-specific and integrated Bachelor's degrees awarded has increased 13.8% while the number of master's degrees granted increased 60.1% and Ph.D.s earned jumped 158.3%.

Understandably, the schools with the highest undergraduate enrollment also grant the most Bachelor's degrees: University of Kansas (378), Pennsylvania State University (304), Michigan State University (290) and University of Florida (228). The same is true at the master's level. Roosevelt University graduated 60 master's students, followed by University of Texas-Austin and VCU's Adcenter, each with 50 graduates. University of South Carolina, University of Missouri, University of Texas-Austin and University of Illinois produced 7, 6, 5 and 4 advertising Ph.D.s, respectively.

Again, current figures specific to advertising minority and female graduation were not available. However, looking at journalism and mass communication as a whole they are similar to enrollment percentages. Becker, et al. report, "Women earned 65.4% of the

bachelor's degrees granted in 2002-3, 66.6% of the master's degrees granted, and 55.2% of the doctoral degrees granted.”⁵ According to their study, racial and ethnic minorities accounted for 23.7% of the Bachelor's degrees and 35.2% of the master's degrees awarded in 2002-3. The majority (52.8%) of doctorates were awarded to minorities: 12.4% African-American, 1.8% Hispanic, 10.0% Asian Pacific Islander, 0.6% Native American, 1.2%, Other and 26.7% Foreign.⁶

Even with minority enrollment and graduation improving, *Advertising Age* reported in 1999, “Less than 4% of the industry are people of color; less than 10% of industry managers are minorities; and less than 2% of our senior executives are African-American, Hispanic or Asian-American.”⁷ Women are fairing somewhat better. A study conducted by Sego (1999) reported 37.8% of those employed in management at marketing, advertising or public relations firms are women. Sego went on to write that women account for 57.0% of those in account services and 35.0% of those in creative services. Still the number for women and minorities in advertising has failed to keep pace with either their proportion of the US population or their representation in other professional and managerial fields.⁸

Conclusions

Advertising spending is up. Even more important to current students and recent graduates, projections for hiring are also on the rise. According to a recent survey of 250 of the largest advertising and marketing firms, 68% expect increases in staffing needs in 2006,. Only 5% forecast decreases. This truly is good news for the more than 5,000 most recent advertising graduates and the more than 17,000 current students.

¹ Coen, R. (2006) Insider's Report.: Robert Coen's presentation on advertising expenditures. Retrieved January 10, 2006 from <http://www.universalmccann.com/pdf/Insiders1205.pdf> , p. 9.

² Becker, L., Vlad, T., Huh, J., & Mace, N. (2003). Graduate and undergraduate enrollments increase sharply. *Journalism & Mass Communication Educator*, 58 (3), 273.

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- 3 Becker, L., Vlad, T., Hennink-Kaminski, H., & Coffey, A. (2004). 2003-
2004 Enrollment report: Growth in field keeps up with trend. *Journalism
& Mass Communication Educator*, 59 (3), 278.
- 4 Ibid., 289-290.
- 5 Ibid., 289.
- 6 Ibid., 290.
- 7 Wally, S. (February 25, 1999) We must invest in diversity. *Advertising
Age*, 70 (7), 2.
- 8 Sego, T. (1999) The effects of sex and ethnicity on evaluations of
advertising job candidates: Do stereotypes

Chapter IX - Advertising Faculty

Studies of advertising faculty were more prevalent in the 1950s and 1960s than in recent years. Nearly all of the early studies sought much of the same information. Some of the studies were about faculty who taught one specific advertising course while others surveyed those whose primary discipline was advertising. Some of the earlier studies will be compared to the findings in the current study.

Previous Studies

Charles L. Allen's 1960 study for the American Academy of Advertising, "Survey of Advertising Courses and Census of Advertising Teachers," was among the first.¹ Allen sought information from 267 teachers who taught at least one course in advertising. The data gathered in the 1964 study was on full-time faculty members whose primary teaching and/or administrative areas were in advertising. Primary means more than one-half of an academic workload.

Allen reported that advertising teachers averaged 10.5 years of college teaching experience. Those teachers had an average of more than five years of practical advertising experience working with agencies, newspapers, retail advertisers and in other advertising areas.

An earlier study in 1958, by John W. Crawford and Gordon A. Sabine, Michigan State University, presented similar findings on 67 professors of advertising. They reported that only 37 "had any kind of advertising experience, and only 25 had done advertising work of sufficient caliber such as supervised other employees."² The average age of the 67 professors was 43; they averaged 12 1/2 years in the classroom. Sixty-two of the group had master's degrees and 25 held doctoral degrees.

From the original Ross study in 1964, the 77 institutions employed 135 faculty in the primary field of teaching and/or administration in advertising. Primary, again, means more than one-half of an academic workload. Those 77 institutions had 457 full-time faculty in the program where advertising was taught. This was about 30 percent of the faculty in advertising.³

The 1964 profile of a typical advertising educator included:

Age:	41 years
Education:	18 to 21 years
Practical Experience:	8 years in advertising
Teaching Experience:	12 years
Teaching Advertising:	11 years
Academic Rank:	Associate professor (Journalism)
	Full professor (Business)
Miscellaneous:	Only professor teaching advertising in five-person department. Spends summers teaching, enrolled in classes or working.

In a 1989 study, Kent M. Lancaster and Thomas C. Martin presented data on teachers of advertising media courses. Their study included 77 returned questionnaires encompassing 64 different colleges or universities. Thirty-six of the schools in the survey were located in accredited journalism programs, and eight were in accredited schools of business, plus seven more by others.⁴

Although the findings represented only teachers of media courses there was some value in comparing the findings with those of 1964. On the average, instructors have taught the advertising media course for 7.4 years - the majority of the teachers have advertising media work experience for an average of 10.8 years. Most of the instructors have earned doctoral degrees (45), while the master's is the highest degree for 21. Six instructors have completed the work toward the doctorate except for the dissertation.

Lancaster and Martin also discussed how advertising teachers divide their workload. The teachers' distribution of faculty effort included:

Teaching	53.2%
Research	19.1
Administration	8.5
Service (campus/public)	9.4
Consulting	7.1
Others	2.5
Total (n=70)	

They also analyzed the research and publications of advertising media teachers. The approximate career total in each category included:

Book	1.3
Monographs	4.6
Refereed Journal Articles	5.6
Refereed Proceedings Paper	5.6
Invited Journal Articles	3.0
Invited Proceedings Paper	5.0
Widely Distributed Working Papers	6.0
Unpublished Papers or Research Reports	21.5
Published Workshop Papers	2.7
Unpublished Workshop Papers	4.0
Workshops (chaired/participated)	6.3

Another study in 1990, by Kent Lancaster, Helen Katz and Junosik Cho, reported in *Journalism Educator*, analyzed 283 teachers who taught at least one college course in advertising.⁵ Some of their findings can be compared to the 1964 study.

They reported that 69 percent had doctoral degrees, with an additional 6 percent currently working on the degree. In the 1964 study that asked for the highest degree, there were only 41 percent with doctoral degrees, 51 percent with the master's degree, 8 percent bachelor's and 1 percent without a degree. From the original study, it also was noted that teachers in business schools had a higher percent with doctoral degrees, 52, than journalism, 35.

Lancaster, Katz and Cho reported that 29 percent were full professors, 28 percent associate professors, 28 percent assistant professors, and the rest were instructors, lecturers, chairs/deans, etc.

The 1964 study showed 32 percent full professors, 28 percent associate professors, 32 percent assistant professors and 8 percent others. An interesting point from the original study was that 42 percent of the teachers in business schools were full professors.

The Current Study

The 2005 study was conducted through the use of a questionnaire that was sent to all who are registered for the ADFORUM, a website established primarily for advertising teachers. The questionnaire was sent out two times and yielded 56 returns.

Each of the answers from this study will be compared with similar questions on the previous studies. In some cases there may be variances due to how the question was asked.

AGE: The range of ages for advertising teachers in the current study was 34 to 73 years old with the average age as 49.9. Teachers in the forties composed the largest number at 40.8 percent. Those in their 50s comprised the next largest at 28.5 percent. Only 16.3 are in their 20s and 14.3 percent in the over 60 category.

The average age from the current study is considerably higher than two of the other studies. The 1958 study reported the average age as 43 while the 1964 study average was 41 years old.

DEGREES: Seventy-six percent of the current teachers have doctoral degrees. Twenty-two percent have master's degrees as their highest degree and two percent have bachelor's degrees. All of the doctoral degrees are Doctor of Philosophy, although most are in fields other than advertising.

Most of the master's degrees are Master of Arts with three Master of Science and four with Master of Business Administration. One person had both a Master of Arts and a Master of Business Administration.

The current study has a larger percentage of advertising teachers with doctoral degrees. In the 1958 study, only 37 percent had doctoral degrees, while in the 1964 study there was a slight increase to 41 percent. The 1989 study showed a large increase to 69 percent.

SCHOOLS FROM WHICH HIGHEST DEGREES OBTAINED: The highest degrees were received from 34 colleges and universities. Michigan State University granted five doctoral

degrees, which was the most. The University of Texas at Austin followed with four and the University of Wisconsin granted three.

The schools granting two included The University of Florida, Ohio State University, University of Illinois, University of Georgia, University of Tennessee and Southern Illinois University.

RANK: Assistant professors rendered the largest response in the current study at 38 percent, followed by professors at 32 percent. Associate professors made up 28 percent with only two percent from other ranks.

In the 1964 study, 32 percent were professors and 32 percent were assistant professors. In the 1990 study by Lancaster, Katz and Cho, 29 percent were professors, 28 percent associate professors and 28 percent assistant professors.

YEARS OF TEACHING EXPERIENCE: From the current study it was found that advertising teachers have spend an average of 14 years in the classroom. The range of time was from three years to 37. Thirty-eight percent of the teachers have less than ten years experience while 35 percent have between 10 and 20 years. Only eight percent have more than 30 years of experience with 19 percent from 20 to 30 years.

Most of the other studies found the number of years of teaching experience to be about the same. In the 1958 study the average was 12 ½ years, 10.5 years in the 1960 study and 12 years in the 1964 study.

COURSES TAUGHT MOST OFTEN: The advertising course most often taught by those who completed the current questionnaire was advertising/media research, 25. The advertising media course followed with 20. Other courses taught most often included:

Management	18
Creative	15
Campaigns	14
Principles/Introduction	11

Others mentioned more than once included Integrated Marketing Communications, Law, Theory, Strategy and Copywriting.

YEARS OF PROFESSIONAL EXPERIENCE: Current advertising teachers have spent an average of 12 years in professional experience. The range of years runs from no years of experience to

35 years. Half of the teachers have less than 10 years of experience, while six percent have more than 30 years. Twenty-eight percent have from 10 to 20 years of experience with 16 percent from 20 to 30 years.

In the 1960 study, Allen reported that teachers averaged more than five years of practical advertising experience. The original study reported eight years of advertising experience. In the 1958 study, Crawford and Sabine did not indicate the number of years but reported that 37 percent of the teachers had some kind of advertising experience.

ADVERTISING EXPERIENCE OBTAINED: Account management was the most often advertising experience mentioned by advertising teachers. This was followed by creative and media.

With the exception of the 1958 study where Crawford and Sabine stated that 37 percent of the teachers had experience at the level of supervising other advertising employees, none of the previous studies reported the type of advertising experience.

RESEARCH TOPICS OF INTEREST: When advertising teachers were asked their area of interest in research, the topics went into many different areas. Six of the teachers reported interest in consumers and consumer behavior followed by four whose interest was advertising creativity. Three were interested in international advertising, gender, media, marketing and internet.

Some of the other topics with more than one response included advertising regulations, health, drug/pharmaceutical advertising and integrated marketing communications.

PUBLICATIONS: Of the advertising teachers responding to the question on publications an average is used to describe their output:

Books	.78
Chapters	.58
Monographs	.18
Journal Articles	8.14
Others	9.64

Only Lancaster and Martin reported a more detailed list that is shown earlier in the chapter. Their report indicated more productivity than from the current study.

TIME DISTRIBUTION: In the current study, teachers were asked their distribution of time spent on academic activities. The most time was spent on teaching followed by research. Since Lancaster and Martin also reported the same topics, a comparison is made.

Table 9-1
Percent of Time Spent By Topic

	2005 Study	1989 Study
Teaching	39.5	53.2
Research	25.3	19.1
Service	14.1	9.4
Administration	13.0	8.5
Consulting	10.0	7.1
Other	1.9	2.5

The major difference comes in teaching with considerably less time spent in the classroom and more time on research. Also, there were increases in time spent on service, administration and consulting. Other time spent has remained about the same.

Where Are The Advertising Faculty Members?

The distribution of advertising faculty members by region is shown in Table 9-2. The 135 faculty members in 1964 can be compared with the 382 in 1989 and 589 in 2005. In each case the schools with advertising programs were asked to indicate the number of advertising teachers who taught at least two courses in advertising, and that advertising was considered their primary discipline.

Table 9-2
Advertising Faculty by Regions

Region	1964	1989	2005	% Increase '64-'05
Eastern	27	36.5	102	278
Southeastern	18	104	144	700
Southwestern	17	63	90	429
Western	17	50	44	159
Midwestern	56	128.5	209	273
Total	135	382	589	336

This should not be considered as completely comparable since the 2005 figures included teachers in both the advertising and advertising/public relations programs. It does, however, indicate the growth of advertising in the past 40 years.

The current number of faculty in the Southeastern region shows the largest percent growth while the actual number of faculty in the midwestern region is the largest, 209. The slowest growth rate has been in the Western region, 159 percent. The growth in the Eastern and Midwestern regions has been about the same over the 40-year span. Nationwide the growth has been 336 percent.

Students Per Faculty by Regions

As shown in Table 9-3, there are more students and faculty in schools with advertising programs compared to schools with joint advertising/public relations programs. Nearly two-thirds of faculty are in schools with advertising programs. The Midwestern region has the largest number of faculty in schools with advertising programs. The Eastern region has the fewest faculty in schools with advertising programs, while the Western region has the least in the schools with advertising/public relations programs.

Table 9-3
Faculty and Students by Region

Region	ADV		AD/PR		Total	
	No.		No.		No.	
	Stu.	Fac.	Stu.	Fac.	Stu.	Fac.
Eastern	1153	29	2742	73	3895	102
Southeastern	4494	97	2740	47	7234	144
Southwestern	2987	60	1257	30	4244	90
Midwestern	5800	144	2788	65	8588	209
Western	2154	36	699	8	2853	44
Totals	16,588	366	10,226	223	26,814	589

Table 9-3 shows the students per faculty in each of the five regions. The Eastern region has the smallest number of students per faculty member, 38.2, while the Western region has the largest 64.8.

The number of students per faculty member nearly doubled from 1964, 24.1, to 2005, 45.5. However, it decreased from 1989 to 2005.

Table 9-4
Faculty – Student Ratio by Region

Regions	1964	1989	2005
Eastern	—*	60.4	38.2
Southeastern	—*	49	50.2
Southwestern	—*	63.1	47.2
Midwestern	—*	62.4	41.1
Western	—*	68.4	64.8
Totals	24.1	59.5	45.5

*Not Available

Since 1989 only the Southeastern region increased the number of students per faculty, which was minimal. All the other regions posted decreases.

1. Allen, Charles L. (1960) "Survey of Advertising Courses and Census of Advertising Teachers," Unpublished Study for the American Academy of Advertising
2. (January 15, 1963), *Advertising Age*, 214.
3. Ross, *Advertising Education*, 121
4. Lancaster, Kent M. And Martin, Thomas C. (Winter 1989) "Teachers of advertising media courses describe techniques, show computer applications," *Journalism Educator*, 43.
5. Lancaster, Katz and Cho, 13-15.

Chapter X - Evaluation and Accreditation of Advertising Programs

Advertising educators have often discussed means for evaluation and accreditation for advertising education programs. Many have thought that such steps would be valuable in improving and standardizing professional education in advertising. Additionally accreditation would help in gaining respect from other disciplines and from advertising professionals. Yet no advertising education organization has taken a specific step in that direction.

One reason for this inactivity may be the fact that advertising programs are found in different academic structures on the campus. The majority are in journalism/mass communication, followed by business/marketing. In addition to these structures, the 2005 edition of *Where shall I go to study advertising and public relations* includes advertising education programs under many different administrative units, such as communication arts, communication studies, marketing communication, integrated marketing communications, strategic communications, English, management, mass media, English & literature, communication & performance studies, media arts, English & public relations, communication & theater arts, mass communication & information studies, contemporary media & journalism, school of the arts and media studies.¹

With this number of different academic structures, it would be difficult to find what accrediting agency, if any, would best suit all advertising educational programs. The 2005 directory prefaces the section on accreditation by reporting that “All of the colleges and universities represented in this directory have been accredited by the general accrediting bodies in their region. In addition, some of the journalism/mass communication programs have been accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and some schools of business by the

Association to Advance Collegiate Business Schools and Programs and (AACSB) or the Association of Collegiate Business School and Programs (ACBSP)”²

In open discussion, many advertising educators expressed interest in establishing an accreditation group be established solely for advertising programs. At the 1996 Conference of the American Academy of Advertising, a panel discussed the pros and cons of accreditation. The session was titled “Accreditation 101: What you need to know about ACEJMC requirements and site visits.” Bruce Vanden Bergh, Michigan State University, and Robert Drechsel, University of Wisconsin, explained why their advertising programs did not seek accreditation. In the case of Michigan, as is true with the University of Texas, their schools of journalism are accredited while the Department of Advertising has not sought accreditation. The faculty at Wisconsin disagreed with the operationalization and implementation of accreditation standards, not with the important principles underlying them.³ Those speaking in part for accreditation included Susanne Shaw, ACEJMC, Elsie Hebert and Thomas A. Bowers.

In a 1997 edition of the *Journal of Advertising Education* Wayne Melanson, suggested that advertising educators should seek accreditation for three reasons: “(1) external review, (2) minimal standards of quality and (3) leverage with administrators.” He felt that the external review would bring outside views of the program and help establish standards of quality. Also, accreditation could be used in seeking more funding and support from administrators. Further, he argued that advertising educators should seek and support accreditation.⁴

Public relations programs, like advertising, are usually found in journalism and mass communications programs, have similar concerns about accreditation. Through the Public Relations Society of America, a certification program has been established for public relations education programs. This program does not replace ACEJMC accreditation; instead it offers schools with public relations programs to have an additional means of acceptance.

It should be noted that none of the three accrediting agencies evaluate specifically the advertising program or any other specific programs. Instead, each accredits only the administrative unit that houses advertising — department, school or college. At one time, ACEJMC accredited specific programs such as advertising,

broadcasting and public relations, but it discontinued separate accreditation for individual programs in 1985.

Detailed discussion of each of the accrediting agencies follows.

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

Accreditation for journalism and mass communications was established in 1945 as the American Council on Education in Journalism. In 1980, the name was changed to the Accrediting Council on Education in Journalism and Mass Communications.

The founders of the original Council included journalism educators and newspaper organizations. It has since expanded its membership to include representatives from both education and industries that include advertising, broadcasting, photojournalism and public relations. In addition there are three public members who are not affiliated with ties to journalism and mass communications education or their supporting professional organizations.

The Council elects members to an Accrediting Committee, consisting largely of journalism and mass communications educators. The Committee is responsible for arranging teams to conduct the site visits and make recommendations to the Council for final action.

ACEJMC is a member of the Council for Higher Education Accreditation (CHEA). CHEA is an organization of about 3,200 colleges and universities and 55 national, regional and specialized accrediting agencies. It fully reviews the policies and practices of its member agencies at least every 10 years, with a five-year interim report.

The procedure for accreditation is initiated by a journalism and mass communication academic unit that requests the Council to evaluate its unit. The request is examined by the Executive Director to determine if the unit complies with requirements for accreditation. Once approved by the Committee, the unit completes a self study the year before a site team is assigned for a visit. After the visit, a report is submitted to the Committee for its recommendation to the Council. If approved, the unit receives accreditation for a six year period.

Prior to 1985, if a school applying for accreditation or re-accreditation had an advertising program a specific member of the site team was selected to evaluate the program. The final report and recommendation to the Council had a separate report on advertising and any other specific program offered by the requesting unit. Since that date the Committee usually continues to select a person representing advertising when a school has an advertising program.

The newly adopted standards for accreditation include:

1. Mission, Governance and Administration
2. Curriculum and Instruction
3. Diversity and Inclusiveness
4. Full-Time and Part-Time Faculty
5. Scholarship: Research, Creative and Professional Activity
6. Student Service
7. Resources, Facilities and Equipment
8. Professional and Public Service
9. Assessment of Learning Outcomes (2004-2005 Journalism and Mass Communications).⁵

Accreditation is a voluntary procedure. The Accrediting Council does not define specific curricula, courses or methods of instruction. It recognizes that each institution has its unique situation, mission and resources, and this uniqueness is an asset to be safeguarded. The Council judges programs against the objectives that units and institutions set for themselves and against the standards that the Council sets forth for preparing students for professional careers in journalism and mass communications.⁶

Of some 500 JMC schools in the United States, 104 are accredited by ACEJMC.

ACEJMC headquarters is located on the campus of the University of Kansas in Lawrence, KS. The web site is www.ku.edu/~acejmc.

Association to Advance Collegiate Schools of Business (AACSB)

The Association to Advance Collegiate Schools of Business International is the professional association for college and university management education and the accrediting agency for bachelor's, master's, and doctoral degree programs in business administration and accounting.

The association was founded in 1916 and began its accreditation function in 1919. In 2003, members approved a revised set of standards that are relevant and applicable to all business programs globally and which support and encourage excellence in management education worldwide.

In defining the scope for accreditation, advertising education programs are not mentioned. However, in a list of programs that normally are included in accreditation, "marketing" is included which is where advertising programs are often found.

The initial accreditation procedure begins with a review of the institution's self-evaluation report and continues through a visit to the institution by a Peer Review Team. The Peer Review Team exercises the responsibility to judge the reasonableness of any deviations from AACSB standards.

Once a school has achieved AACSB accreditation a continued process includes an annual report of data, an annual summary of strategic management and a periodic five-year review of strategic progress.

Of the 494 accredited institutions, 166 have received accreditation at various degree levels. The member schools include more than 30,000 faculty members and 700,000 students majoring in business. The schools annually awards more than 85 percent of all degrees awarded in business and management education.

AACSB International headquarters is in Tampa, FL.7
<http://www.aacsb.edu>.

Association of Collegiate Business Schools and Programs (ACBSP)

The mission of ACBSP is to establish, promote, and recognize educational practices that contribute to the continuous

improvement of business education and to accredit business schools and programs that adhere to these teaching and learning practices of excellence. It is the only business accrediting association for both two-year and four-year institutions. ACBSP is recognized by the Council on Higher Education Accreditation (CHEA)

ACBSP does not accredit advertising programs specifically. It does, however, accredit marketing programs which may or may not include advertising since it is a part of a business academic unit and considered to be business-related.

The six standards that the association uses in considering a school for accreditation include:

1. Leadership
2. Strategic Planning
3. Student and Stakeholder Focus
4. Measurement and Analysis of Student Learning and Performance
5. Faculty and Staff Focus
6. Educational and Business Process Management

Schools seeking accreditation must prepare and submit a self-study report based on the standards to the Association prior to the assignment of a site visit team. The main questions to be answered by the team: 1. Is the self-study report an accurate reflection of actuality? 2. Does the self-study meet each and every standard as instructed and requested? A final decision for accreditation is made by the Association's Board of Commissioners.

ACBSP was founded in 1988 when representatives of over 150 business schools and programs met in Overland Park, KS to consider possible alternatives for external accreditation of business programs. They considered their primary mission would be to promote teaching and learning, and thus to improve the quality of education in business schools and programs. By the end of 2003, ACBSP membership included 369 educational institutions as members, 282 of whom have successfully achieved accreditation.

National headquarters is in Overland Park, KS, a suburb of Kansas City.⁸ <http://www.acbsp.org>.

Public Relation Society of American Certification Program (CEPR)

Although not an accreditation program, the Public Relations Society of America established the Certified in Education for Public Relations Programs in 1989. The 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.

Certification/Recertification by PRSA is designed for public relations programs that:

- Are located in academic units which are connected to PRSA through a Public Relations Student Society of America charter and/or PRSA membership by at least one of its faculty or staff in the unit housing the public relations program.
- Have been recommended to the PRSA Board of Directors after study and on-site review conducted under the auspices of the Educational Affairs Committee.
- Have been designated as Certified by the PRSA Board of Directors. (The certification review at a school chartered by PRSA for a PRSSA Chapter will have no bearing on PRSSA charter requirements, which are specified in PRSA and PRSSA bylaws.)

Certification of a public relations program will be granted by the PRSA Board of Directors for a period of six years.⁹

The Standards for Certification include:

1. Public Relations Curriculum
2. Public Relations Faculty (Full- and Part-time)
3. Resources, Equipment and Facilities
4. Public Relations Students
5. Assessment
6. Relationships with Alumni and Professionals
7. Relationships with Total Unit and University
8. PRSSA Chapter
9. Diversity

Evaluation and Rankings

Jef I. Richards

Determining which programs are largest or smallest, which offer graduate programs, how many faculty make up those programs, and so forth is fairly straight-forward. Trying to assess the quality of these programs, and which are “the best,” is far more subjective. Some periodicals like *Time* and *U.S. News & World Report* annually publish rankings of universities, even including rankings of some specific programs, but the inherent subjectivity of any such evaluation leads even these well-known magazines to be targets of regular criticism.¹⁰

The most significant obstacle to creating a meaningful evaluation of either universities or their programs is that it relies on the opinions of individuals who have direct experience with only a limited number of universities or programs. In other words, rankings are only as good as the opinions of those performing the evaluations, and those opinions often are based on something other than direct personal observation. In addition, the methods used in one ranking may be completely different from that used in another. Consequently, qualitative assessments provide only very crude guidance as the relative merits of one academic institution versus another.

Although the magazines mentioned above specifically include some of the larger and most popular degree programs, like engineering and the Master of Business Administration, they are far from exhaustive in their coverage. Advertising programs do not enjoy an annual, or even regular, ranking by those publications. In 1996 *U.S. News & World Report* listed advertising¹¹, among other communication specialties, and that appears to be the only time it was a part of any rank published in the popular press. The magazine surveyed deans of communication schools to determine its ranking, and was limited to graduate education.

Most efforts to rank ad programs have been the work of academic faculty, and most have never been published in any magazine or journal. Great pains were taken in these academic studies to blind them, to prevent response bias that might result from knowing who was conducting the study. But each was quite

different, such as the population that was surveyed. Their focus, too, varied from study to study.

In 1991 Kevin Keenan, at the University of Maryland, appears to be one of the first to compile a ranking in this field.¹² That study focused solely on undergraduate programs, and was the result of a survey of 109 advertising educators. Soon thereafter Patricia Stout and Jef Richards, at the University of Texas, surveyed 315 advertising practitioners (154 completed responses).¹³ Their study, by contrast, looked only at graduate programs. Neither of these studies was published.

One study was actually published, in 1996, authored by Jef Richards and Gigi Taylor at the University of Texas.¹⁴ It involved a survey of the heads of 143 advertising programs (68 completed responses), asking them to rank both undergraduate and graduate programs in the United States. And more recently a study was undertaken through the American Advertising Federation (AAF), conducted again by Richards and Taylor, along with Mary Ellen Woolley of the AAF.¹⁵ It entailed a survey of 271 student advertising club advisors (81 completed responses) and, like the earlier Richards and Taylor study, included both undergraduate and graduate programs. This study was unpublished.

Undergraduate Rankings

A comparison of the results from the studies that evaluated undergraduate programs can be seen in Table 10-1. Only the top ten schools from each study are presented here, but this tends to represent the majority of “votes” by survey respondents. For example, in the Richards, Taylor & Woolley study the top ten list accounts for about 75% of all mentions by survey respondents.

Table 10-1
Undergraduate Rankings Across Three Studies

Keenan (1991)	Richards & Taylor (1996)	Richards, Taylor & Woolley (2001)
1. University of Illinois	*1. Michigan State University	1. University of Texas
2. University of Texas	*1. University of Illinois	2. Michigan State University
3. University of Florida	3. University of Texas	*3. University of Florida
4. Michigan State Univ.	4. University of Florida	*3. University of Illinois
5. Northwestern Univ.	5. University of Missouri	5. Northwestern Univ.
6. University of Georgia	6. Univ. of North Carolina	6. University of Georgia
7. Univ. of North Carolina	7. Northwestern Univ.	7. Univ. of West Florida
8. Univ. of South Carolina	8. Syracuse University	*8. Univ. of North Carolina
*9. University of Missouri	9. University of Georgia	*8. Syracuse University
*9. University of Tennessee	10. several tied	10. Southwest Texas State

* tied

On the one hand it is possible to see that the three different studies, conducted in different years and using different survey populations, are largely in agreement as to which schools fall into their top ten, even if the order of those schools varies somewhat. One might conclude that this similarity of results is suggestive of some degree of validity, that these schools must deserve to be ranked among the top. On the other hand, though, the questionable merit of such ranking becomes readily apparent when noticing that a school on all three lists, Northwestern University, actually offers no undergraduate advertising program.

Graduate Rankings

Four studies looked at graduate advertising programs. The top ten from each of those rankings appear in Table 10-2.

Table 10-2
Graduate Rankings Across Four Studies

Stout & Richards (1994)	U.S. News (1996)	Richards & Taylor (1996)	Richards, Taylor & Woolley (2001)
1. Northwestern Univ.	1. Univ. of Illinois	1. Northwestern Univ.	1. Univ. of Texas
2. Univ. of Texas	2. Univ. of Florida	2. Univ. of Illinois	2. Northwestern Univ.
3. Michigan State Univ.	3. Northwestern Univ.	3. Univ. of Texas	3. Va. Commonwealth
*4. Syracuse Univ.	4. Univ. of Texas	4. Michigan State Univ.	4. Univ. of Illinois
*4. Univ. of Missouri	5. Univ. of Georgia	5. Univ. of Georgia	5. Michigan State Univ.
*6. Harvard Univ.	6. Michigan State Univ.	6. Univ. of N. Carolina	6. Univ. of Georgia
*6. Univ. of Pennsylvania	7. Univ. of N. Carolina	7. Univ. of Florida	7. Univ. of Florida
*6. Thunderbird Univ.	8. Univ. of Tennessee	8. Syracuse Univ.	*8. Univ. of Colorado
*6. Univ. of Wisconsin	9. Univ. of Missouri	9. Univ. of Missouri	*8. Univ. of Houston
10. several tied	10. Syracuse Univ.	10. Univ. of Tennessee	*8. Univ. of N. Carolina

* tied

Again there is overlap from one ranking to another, with more variability than in the undergraduate lists. Table 10-1, however, represents rankings only by advertising educators while Table 10-2 is a composite of rankings by ad faculty, ad practitioners, and communication deans. This broader range of perspectives seems the most likely explanation for the significant differences.

As in Table 10-1, this listing of graduate programs illustrates a potential lack of validity in rankings, since some of the universities listed do not offer graduate advertising programs. This primarily arises in the Stout & Richards survey of practitioners, which includes Harvard and Thunderbird among its top schools. Those schools are well known for their MBA programs, but they offer no real graduate specialization in advertising. It also is worth noting that the advertising program at Virginia Commonwealth University, which first appears in the 2001 study, did not exist until 1996, after the first three studies were conducted.

The basis on which a judgment of which school ranks higher than another obviously will change from one person to another. But to gain some understanding of what criteria are most important to ad educators, the most recent of those studies explicitly asked respondents on what they based their opinion. It provided them a list of 12 criteria, along with an “other” option, asking them to rank the importance of any they used. The number of times a criterion was used, along with a weighted score based on the rank a respondent provided, are presented in Table 10-3.

Table 10-3
Criteria Used to Rank Schools*

Criterion	# of Mentions	Weighted Score
Overall Program Quality	49	491
Quality of Faculty	52	481
Mixed Professional & Theory Orientation	42	348
Professional Orientation of the Program	38	320
Facilities & Resources	39	286
Variety of Course Offerings	35	254
Overall University Quality	36	250
Student Success in National Ad Competitions	37	203
Cutting Edge Nature of the Program	30	179
Theory/Research Orientation	26	171
Alumni/Placement	28	166
Specializations Offered	28	161
Other	8	78

* from Richards, Taylor & Woolley (2001)

Overall program and faculty reputations appear to play the most important role in these evaluations. Also, the orientation of the program, whether it focuses on professional practice or has a more theoretical tone, was important to most, with some blend of the two being the preference expressed by the majority.

A look across all seven of the rankings, both graduate and undergraduate, reveals ten schools that appear more than once: Michigan State, Northwestern, Texas. Illinois, Florida, Georgia, North Carolina, Missouri, Syracuse, and Tennessee. All of those programs, with the single exception of North Carolina's, are housed in separate departments of advertising (or advertising and public relations, or integrated marketing communications) rather than existing as a sub-discipline of journalism, marketing, or some other field. Given the fact that most advertising programs do not enjoy their own distinct departments, this may be significant. It may, in fact, suggest that having a separate department somehow affects program quality, or at least the perception of a program's quality.¹⁶

It should be noted that some of these highly ranked programs are accredited by one or more of the organizations discussed earlier,

while some are non-accredited. Consequently, there is not necessarily a correlation between accreditation and rankings. Both are efforts to assess and assure program quality, but it appears that neither is without flaws.

1 Ross, Billy I. & Johnson, Keith F. (2005) *Where shall I go to study advertising*
2 *& public relations?*
3 *Ibid.*, 2.
4 Melanson, Wayne. (1996) *Proceedings of the 1996 Conference of The American*
5 *Academy of Advertising*, 202-207.
6 Melanson, Wayne. (1997) *Proceedings of the 1997 Conference of The American*
7 *Academy of Advertising*, 76-78.
8 Accrediting Council on Education in Journalism and Mass
9 Communications. (2004-2005) *Journalism and Mass Communications*
10 *Accreditation*, 42-52.
11 *Ibid.*, 41.
12 Retrieved April 4, 2005, from <http://www.aacsb.edu>.
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15 Casper, G. (1007) A Statement by Gerhard Casper...on the U.S. News &
16 World Report College Survey, Stanford News
(<http://www.stanford.edu/dept/news/pr/97/970418usnews.html>);
Crissey, M. (1997) Changes in Annual College Guides Fail to Quell
Criticisms on Their Validity, *The Chronicle of Higher Education*, Sept. 5
[<http://chronicle.com/free/v44/i02/02a06701.htm>]; Clarke, M. (2002)
Quantifying Quality: What can the U.S. *News & World Report* rankings tell
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Archives, 10(16).
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Austin.
Richards, J. I., and Taylor, E.G. (1996) Rankings of advertising programs
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Programs at the Turn of the Millennium, an unpublished study, University
of Texas at Austin and the American Advertising Federation.
Richards, J. I. (2004) *Where Advertising Programs Belong*, presented at
the 2004 Conference of the American Academy of Advertising, in Baton
Rouge, LA.

Chapter XI - Student Organizations and Competitions

Anne C. Osborne

Previous chapters have addressed the role of advertising courses and curricula in preparing students for their first jobs. Student organizations and competitions also play an integral part. The advertising field is varied, with entry-level positions ranging from account services to research to traffic. As a result recent graduates may find it difficult to identify where to get a foot in the door. For example, Taylor and Sheehan reported that many advertising majors fail to understand various job titles or what companies, other than advertising agencies, hire advertising graduates.¹ Membership in an advertising student organization or participation in a student competition may provide the necessary insight into real-world advertising.

Competitions

American Advertising Federation College Chapters

AAF encourages students to form or join student AAF chapters. To form a chapter, the school must offer at least two courses in advertising or a closely related field such as marketing, be accredited by a regional accrediting body, and have 10 students. Currently, the program has 210 college chapters with over 6,000 student members.

Membership in a college chapter allows students to attend conferences and workshops as well as participate in various scholarship and internship programs such as the W. Pendleton Tudor Media Internship Program. The recipient of this internship gets a \$4,500 stipend and a 10-week summer internship at *AdWeek*. The Vance L. Stickell Memorial Student Internship Program, established

by the Los Angeles *Times* and the AAF in 1988, provides \$5,500 and a 10-week summer internship for as many as 10 students. These are just two of the opportunities offered students by AAF. Two others are particularly worth noting.

Most Promising Minority Students: Mosaic, a division of AAF, demonstrates commitment to advancing multiculturalism. The Most Promising Minority Students program is one such initiative. According to AAF's website the program "acknowledges those minority students who are deemed exceptional by their college professors and advisers. The program commenced in 1997, in response to the advertising industry's concerns regarding identifying top minority talent for entry-level positions." Each year exceptional minority students compete for an invitation to New York City where they attend seminars on topics such as portfolio building and interviewing skills. They can then test those skills by networking with industry professionals.

National Student Advertising Competition: Sponsored by the American Advertising Federation, the NSAC has existed for more than 30 years. AAF's website bills NSAC as "the premier college advertising competition. It provides more than 3,000 college students with "real-world" experience by requiring a strategic advertising/marketing/media campaign for a corporate sponsor." Recent corporate sponsors include DaimlerChrysler, Florida Office of Tourism and Yahoo! Students in 15 districts produce both a written campaign plan and an oral presentation to compete for the chance to go on to the national competition. Table 11-1 lists sponsors and winning schools since the competition's inception. University of West Florida, with three national victories, has won more than any other school. Several others, University of Texas-Austin, University of Wisconsin-Madison, Michigan State University, Southern Methodist University and San Jose State University, took the title twice.²

Table 11-1
NSAC Sponsors and Winners

Year	Sponsor	Winner
1973	California Vintner	Michigan State University
1974	American Motors Corporation	University of South Carolina
1975	Warner Lambert (Sinutab)	University of Texas-Austin
1976	Toyota Motor Sales USA	University of Texas-Austin
1977	Frito-Lay Inc.	San Jose State University
1978	Coca Cola USA (Sprite)	Virginia Commonwealth University
1979	Wella Balsam	University of Tennessee
1980	Nabisco, Inc.	San Antonio College
1981	Adolf Coors	Michigan State University
1982	Corning Glass Works	University of Virginia
1983	Maxwell House Coffee	University of Georgia
1984	Radio Shack	Texas Tech University
1985	Burger King Corporation	San Jose State University
1986	Levi Strauss & Company	Iowa State University
1987	Chevrolet Motor Division	Brigham Young University
1988	Nestle Foods Corporation	University of Oregon
1989	Kellogg Corporation	University of West Florida
1990	The Hearst Corporation	Southwest Texas State University
1991	American Airlines	University of Wisconsin-Madison
1992	Visa USA	University of Montana
1993	Saturn Corporation	Ithaca College
1994	Eastman Kodak Company	University of Houston
1995	Chrysler Corporation (Dodge Neon)	Loyola-New Orleans
1996	American Red Cross	University of West Florida
1997	Pizza Hut	University of West Florida
1998	Hallmark Cards, Inc.	The George Washington University
1999	Toyota Motor Sales USA, Inc.	UCLA
2000	The New York Times	University of Alabama
2001	DaimlerChrysler	University of Wisconsin-Madison
2002	Bank of America	Southern Methodist University
2003	Toyota Motor Sales	University of Nevada-Reno
2004	VISIT FLORIDA	Southern Methodist University
2005	Yahoo!	Texas State University San Marcos

Leonard J. Raymond Collegiate ECHO Competition:

AAF does not stand alone in offering exceptional learning opportunities to students. The Direct Marketing Association's International ECHO Awards Competition has recognized excellence in direct marketing since 1930. Calling it "The Oscar of direct marketing," the DMA website explains, "the ECHO is the only comprehensive international direct marketing award recognizing excellence in strategy, creativity, and results." Sponsored by the DMA and Direct Marketing Education Foundation, the Leonard J.

Raymond Collegiate ECHO Competition allows students to compete for an ECHO award by developing an integrated marketing campaign with an emphasis on direct response. Past corporate sponsors and undergraduate winners are listed in Table 11-2.

**Table 11-2
ECHO Sponsors and Winners**

Year	Sponsor	Winner
2000	United States Postal Service	Louisiana State University
2001	Direct Marketing Education Foundation	University of Florida-Gainesville
2002	Hallmark Cards	University of Florida-Gainesville
2003	Mazda	Christopher Newport University
2004	Advanta Bank Corp.	Berry College
2005	ING Direct	University of South Carolina

In 2004 and 2005 the DMA/DMEF also awarded ECHOs to the top graduate programs' campaigns. In 2004 the award went to Loyola University Chicago and in 2005 Baruch College-CUNY won.

In addition to the ECHO competition, DMEF helps students by providing information on its website regarding internships and scholarships. In addition, DMEF offers students a database of academic programs in direct marketing and integrated marketing communication.³

International ANDY Awards Student Competition

Established in 1964 by the ADVERTISING Club of New York, ANDY awards celebrate advertising creativity. Unlike the DMA/DMEF and AAF NSAC, which focus on complete campaigns for a specific sponsor, ANDYs go to the best single advertisement as well as campaign across a variety of media. Students compete to win Silver or Bronze ANDY awards. All Silver ANDY winners then compete for the Glenn C. Smith \$5,000 scholarship and Student Championship ring. As the list of past winning institutions demonstrates, any full-time student at an accredited school can enter. ANDY awards tend to honor students who have advanced to graduate studies at a portfolio school. In the past ten years, The Creative Circus has produced half of the Gold ANDY winners, followed by Miami Ad Center with three wins.⁴

Table 11-3
Student ANDY Winners

Year	Winner
1995	Miami Ad School / Miami, FL
1996	The Creative Circus / Atlanta, GA
1997	The Creative Circus / Atlanta, GA
1998	VCU Ad Center / Richmond, VA
1999	The Creative Circus / Atlanta, GA
2000	Miami Ad School / Miami, FL
2001	The Creative Circus / Atlanta, GA
2002	The Creative Circus / Atlanta, GA
2003	Academy of Art College / San Francisco, CA
2004	Miami Ad School / Miami, FL

InterAd IX Competition – International Advertising Association

InterAd is the IAA’s annual student competition which provides hands-on marketing communications experience for university students from around the world. It challenges competitors to:

- Work in agency-style teams
- Solve a genuine problem for a real-world client
- Gather market data and prepare a marketing plan supporting creative materials
- Be professionally evaluated in regional competitions by a committee of marketing communications professionals.

Regional finalists compete at the international level, and the winning team receives the InterAd World Championship trophy and other prizes.

The World Champion is selected through a two-step judging process: first, competitions administered within the IAA’s geographic regions (Asia/Pacific, Australia, Western Europe, Central & Eastern Europe, Latin America, Mid-East/Africa and US/Canada).

Regional competitions are judged by marketing communications professionals familiar with international advertising and the region. They assess entries and determine the regional winners. Winners of the regional competitions advance to the international competition. Best of Category awards are presented to

the five top-scoring teams for a particular component of the assignment.

The international competition is judged by worldwide communications professionals from the client, its agency and the IAA.

**Table 11-4
IAA Winners and Sponsors**

Year	Winners	Sponsors
2005	Kajulu Communications team, Charles Sturt University Bathurst, Australia	Yahoo!
2004	Jafeer Communications, American University, in Dujbai, UAE	Visit Florida
2002	Kajulu, Charles Sturt University, Australia	IAA
2001	Zero Advertising International Business School, Hungary	Business Week
2000	Halo gen. IACT, Malaysia	VISA
1999	Kajulu, Charles Sturt University, Australia	Compaq`
1998	Pegasus, University of Zagreb, Croatia	Milk Board
1997	Globe Advertising Agency, International Business School, Hungary	Merrill Lynch
1996	Hypnos, International Business School, Hungary	Jeep

In the latest competition, 39 student teams from 25 schools from 16 countries competed. Florida International University was the Global 2nd Runner-up. The competition is an international extension of the American Advertising Federation’s National Student Advertising Competition.⁵

The Yellow Pages Association (YPA) Collegiate Creative Competition

The student competition, was suspended after the 2000 competition and restarted with the 2005-2006 competition.

For the new competition students are asked to submit two Yellow Pages prints ads for Floral Fantasy, a Cincinnati florist. The sponsor is fictitious. Students can work alone or in teams of up to three under the supervision of a faculty advisor. Multiple teams can enter from the same class or school.

The financial awards for the new competition total \$10,500 to be distributed by granting \$3,000 to the winning team and \$1,000 to the faculty sponsor. Other cash awards will be granted for 2nd place, 3rd place and up to three honorable mentions.

Joel Davis, San Diego State University is the faculty advisor for the national competition. Western Michigan University student teams won first place in both the 1998-1999 and 1999-2000 competitions.⁶

Conclusion

The value of these competitions can hardly be understated. They take students out of the hypothetical and give them a glimpse of what it will be like to work within a set budget, develop and refine ideas specific to the client's needs, and compete for clients. As one faculty advisor to the NSAC commented, "These competitions are a perfect bridge from college to the real world. Besides putting their degree into practice, students learn firsthand about teamwork, competition and what it takes to land a real account." As quoted in the Quinnipiac University newspaper a NSAC student participant explained, "This real-world experience isn't just a class, it's a job. The time, workload, commitment and dedication go above and beyond the responsibilities of the ordinary student. It's competitive, challenging and stressful at times, but there's no better career-building experience."

¹ Taylor, R., and Sheehan, K. (1997) Teaching job search skills to advertising majors, *Journal of Advertising Education*, 2 (Fall 1997), 46-52.

² Retrieved July 10, 2005, from <http://www.aaf.org/college/index.html>

³ Retrieved July 10, 2005, from <http://www.the-dma.org/dmef>

⁴ Retrieved July 10, 2005, from <http://www.andyawards.com/about/index.php>

⁵ Retrieved August 26, 2005, from <http://www.iaaglobal.org/interad2004>

⁶ Retrieved August 29, 2005, from <http://www.ypa-academics.org/UYPII>

Chapter XII - Advertising Education in the Years to Come

Jef I. Richards

Predicting the future is largely an exercise in futility. Sextus Julius Frontinus, Roman Governor of Britannia in the first century A.D., illustrated this folly with his declaration, “Inventions reached their limit long ago, and I see no hope for further development.” In 1946 the president of 20th Century Fox predicted, “Television won't be able to hold on to any market it captures after the first six months. People will soon get tired of staring at a plywood box every night.” And around that same time the chairman of IBM stated flatly, “I think there is a world market for about five computers.”¹ The twists and turns of social and scientific progress continue to confound all attempts at soothsaying. An accurate foretelling of the road ahead in ad education, then, would be more luck than prescience. With that rather enormous qualification, we will nonetheless attempt to draw a vague outline of what might be expected, based on the trends evident in industry as well as in university programs concerned with training students to enter fields associated with marketing communication.

Prior Attempts at Crystal Ball Gazing

In 1965, Ross looked at the state and trajectory of advertising education, anticipating where the field would be ten years later.² He began by reporting survey results identifying “current” problems of that time, such as the lack of financial support, the lack of cooperation between journalism and marketing programs, the need for better faculty, and the need for better students. He next reported those respondents’ ideas about how ad education would look in 1975. Their predictions focused on issues like where advertising would be housed academically, the number of advertising departments that

would exist, and the number of graduate courses that would be offered. Overall, they expected a growth in major programs and separate advertising departments, mostly situated in journalism, along with a concomitant growth in graduate education.

Nearly 25 years later, in 1989, Ross looked back at those predictions and found them largely borne out.³ The number of undergraduate programs increased from 77 to 110 during that quarter century, and most of those programs were indeed in journalism/mass communication (98) rather than in marketing (11). Graduate programs had expanded somewhat, too, from 49 to 58. Ross then reported a new survey, much like the one used years earlier. Most respondents predicted a continued increase in the numbers of students, with concurrent growth in the numbers of women and minorities. And, optimistically, they foresaw an improvement in the quality of students. The number of advertising jobs, and the number of faculty, both were expected to grow. The most pessimistic prediction was an expected stagnation in the financial support from their schools, though some expected expanded support from industry.

Most of these predictions, such as the quality of students and the overall financial support, are difficult to assess today. And while the Internet boom of the late 1990s almost certainly led to a wealth of employment opportunities for students, the relative collapse of that industry in the first few years of the new millennium saw those jobs evaporate. Consequently, whether there was a net increase in advertising jobs is uncertain.

But at the same time, advertising programs continued to grow, as expected. In 1989, there were 6,956 undergraduate students who graduated from advertising programs in the U.S.⁴, while in 2004 that number had grown to 8,374.⁵ And graduate programs likewise continued to expand, from 403 master's and Ph.D. students to 681.⁶ Likewise, fulltime faculty rose from 382 to 603.⁷ It appears that, in large part, the predictions were fairly accurate.

In Spring 2000, advertising faculty members at The University of Texas published their thoughts about the future of advertising education.⁸ These educators covered a vast range of topics, all of which continue to be relevant. Among other things, they noted that the Internet has accelerated the rate at which change occurs in the industry, which consequently should affect the speed of evolution within the academy. They also recognized changes within

the advertising profession that would have implications for the education process, as well as increased pressures caused by limited funding. Problems were identified, including departmental jealousies, outdated accreditation standards, inadequate relationships with industry, lack of focus in graduate programs, and curricular over-emphasis on agencies, as opposed to other advertising employers.

Their view of the future was less a prediction than a proposal for reforming ad education to deal with these changing realities. They argued the necessity of strengthening ties with practitioners, and they also made several curricular suggestions, including increased emphasis on ethics, better integrating “creativity” and creative thinking into all ad courses, reconceptualizing media planning, and making account planning a central theme for all programs. It is too early to tell whether other programs have taken, or will take, the road proposed by this group of faculty.

Although the very nature of education would seem to dictate that those engaged in its dissemination must continuously look to the future, these few examples represent the bulk of written attempts to envision the next step in advertising education. Rather than present a poll of faculty expectations or a proposal of what should be, what follows is something not generally found in the ad ed literature: unbridled opinions about the future, pure and simple. The year depicted in this crystal ball is 2016.

Mirror, Mirror, on the Wall...

Reflecting the Industry

The way we teach advertising is, and should be, a reflection of the industry it serves. Advertising is about change, so it should be no surprise to see the advertising profession undergoing continuous evolution, and even an occasional revolution. The creative dimension of advertisements must stay in front of aesthetic trends in society, media planning must always be where consumers seek information, strategic or account planning must follow lifestyle and cultural developments, etc. Societal change is endless, and so must be the advertising that appeals to it. In turn, training those interested in this field dictates educators either follow or lead those rapid course adjustments.

This is confounded by the fact that we are living in a time of incredible technological innovation, much of which has direct bearing on the fields of communication. The Internet, cellular telephones, personal digital assistants, global positioning systems, satellite radio, instant messaging, TiVo, Bluetooth, WIFI, digital photography, Java, mp3, and more, have introduced major opportunities and implications for the advertising industry *just since the 1989 predictions* presented by Ross. More is in the pipeline. Any university advertising program that fails to adapt will become hopelessly antiquated.

It is possible to overestimate this need for change, however. Some aspects of advertising are fixed in stone. Strategic thinking skills, effective communication techniques, and understanding the consumer always have been and will be needed in this discipline. Those parts of the educational process need not sway with the changing winds. Indeed, any program that does not cling tightly to those core elements of ad education will find itself on a deadend trail.

Prediction:

Some programs will not adapt, and some will abandon their core. Both eventually will wither and die.

Growth, Breadth, and Specialization

Whether or not advertising programs will continue to expand over the next decade or two depends on how one chooses to define “advertising.” For example, in recent years some programs have modified their names to include terms like “Integrated Marketing Communications” (IMC) or even “Integrated Communications.” The reality is that traditional advertising in recent years has lost ground to an expanding reliance by industry on other forms of marketing communication.⁹ This is confounded by the increasingly difficult task of drawing lines between what is and is not “advertising.”¹⁰ While academics often define that word quite narrowly, distinguishing it from closely related concepts like direct marketing, sales promotion, and public relations, consumers typically group all promotional methods under the rubric of “advertising.”¹¹ The implication is that whether or not the IMC terminology is adopted, programs must either embrace a broader, more inclusive, view of advertising or face being marginalized.

The danger in taking such a wide perspective is that it requires more topics and more skills be taught. This, in turn, demands more resources. Programs already stretched to the breaking point trying to teach print and broadcast advertising can extend their reach to other marketing communications only by trimming their traditional course or content offerings. At that point an entire program becomes little more than a survey course, an industry overview, providing little or no depth. Educators have three choices: (1) create bigger and more demanding programs that require more hours of study, (2) teach the basics and rely on most of the detail to be learned on the job, or (3) specialize.

Prediction:

More and more advertising programs will profess to include marketing communications of all types within their curriculum. The smallest of those will struggle with a shortage of faculty, resources, and credit hours. However, some small programs will recognize the benefit of specializing, whether in a specific medium (e.g., Internet), technique (e.g., direct marketing), or function (e.g., media). They, in turn, will flourish.

Clutter and Cacophony

Today we have more information at our fingertips than ever before in history. There are more people on the planet, with more education than ever in history, with a wider range of causes than ever, doing more research to generate more knowledge, and we are storing more of that acquired knowledge than ever before. We are buried in information. We also have freer access to that information than any of our ancestors enjoyed. We have digital databases and the ability to access repositories of information in all corners of the world, often from our desktop.

A consumer trying to learn about a product need only log onto the Internet and type a command into a search engine to find facts, figures, and opinions from a wide variety of sources. Of course, sometimes the information we want may be in the 7th listing on the 27th page generated by that search engine. Or we may have typed in the wrong word or phrase for the search. Sometimes finding what we need is akin to seeking the proverbial needle in a mammoth haystack.

Simultaneously, it is increasingly difficult for an advertiser to break through all the clutter to reach that consumer. Everyone is being bombarded with messages effectively screaming for attention. Spam and pop-up windows on the Internet, piles of unsolicited flyers in the mailbox, telemarketers and “junk” fax, ads above and even in urinals, and so much more, all teaching consumers to either feel overwhelmed or tune out this noise. Advertisers feel the need to scream just that much louder.

On top of that, American consumers today do not share a single culture in the way they did, to a large extent, a generation ago. Forty or fifty years ago most children grew up watching the same television shows, because there was such a limited selection. They read the same comic books for the same reason. They were all familiar with Beaver and Captain Kirk and Superman. There was a universality to their experiences that made them speak the same language, draw from the same body of knowledge and experience. But that variety has since expanded exponentially. Our experiences are diverging to an extent never seen in this country. Advertisers can no longer speak with a single “language” and be understood by nearly everyone. So even if they are heard by consumers, they may not be understood by, or resonate with, many.

As a result of these changes, mass advertising is becoming less massy and more messy. We no longer can hope to reach enormous audiences with a single message, we must reach niche interests with tailored messages. We must better understand our consumers, and find better and more efficient ways to reach them. The implications are many, but clearly the direct marketing industry is the leader in highly targeted messaging. For decades that industry has collected and used a wealth of data on individual consumers, with database management becoming the foundation of that entire field. These same skills quickly proved their value in Internet advertising, as well, since this medium provided a perfect platform for both gathering and applying consumer data for promotional purposes. And more traditional forms of advertising, too, have begun to take advantage of database management, e.g., selective binding in magazines.

Predictions:

(1) Programs will need to add database mining to their core offerings, teaching students how to make sense of and apply the information we can gather about consumers. (2) Direct marketing,

with its well-developed practices and opportunities in this area, will become a far more common part of these university programs. (3) Account planning, which is all about understanding the consumer, also will become an integral part of most advertising programs.

Media

Life was simple growing up in a town with one city newspaper and three or four television stations. Life has changed. In that community of yesteryear it was possible to pull high school graduates off the street and hire them to do media planning. They could be trained on the job. Life has changed. The sheer complexity of the media environment today, with hundreds of television stations, national newspapers, online access to newspapers all over the world, targeted websites, and thousands of other options for placing an advertising message, makes media planning one of the most complicated aspects of the profession today.

And this specialty continues to undergo tremendous changes. Portable media, like cell phones and wireless PDAs, are adding whole new dimensions to what has been possible in the past. Real time measurement of media is a new reality in some cases. Moore's law, which originally stated that the number of components on an integrated circuit at a given price tend to double every year¹², has come to mean that the speed of computer processors tends to double about every 18 months.¹³ This same principle can be applied to media planning, since the complexity of technology used for delivering ad messages seem to follow a very similar growth pattern. And the computer programs to help planners also are gaining complexity.

No longer can media planning be considered unskilled labor. It is highly technical, demanding immense knowledge and creativity. As agencies try to truly integrate all of their marketing communication plans, this too will add to the factors contributing to an effective media plan. The ads, the press releases, the sales promotions, and so forth, must all be coordinated in pursuit of the gestalt. Unfortunately, most universities offer only a single course in media planning. If these programs are to remain valuable to industry, one class is not enough.

Predictions:

Media planning will begin to take a more integrated approach, encompassing more than traditional advertising methods, and become even more important and sophisticated than it is today. More programs will begin to recognize this need and make it a centerpiece of their curriculum, creating an expanded offering of courses related to media planning, buying, and selling.

Globalization

Over the past three decades China has moved slowly from a closed communist society to one with an emerging system of private ownership and capitalism.¹⁴ Russia, too, has opened its doors to a, still somewhat restricted, free market economy.¹⁵ Obviously, the same thing is occurring in Iraq.¹⁶ Free trade is on the rise, coincident with the rise of an Internet-driven international marketplace. The Internet has been open to commerce for only about a decade and a half¹⁷, but today virtually any consumer can get on a computer and shop in other countries, ordering products that are delivered to their door within a week or two. When the mom-and-pop store down the street spends a few dollars a month to maintain a virtual store on the World Wide Web, they suddenly become a global business.

No longer can advertisers take the myopic approach of thinking just in terms of local, or even American, buyers. By extension, this means neither can our students fail to consider the multinational and multicultural implications of their work product. Globalization, though, is not a single course. Advertising programs must do more to integrate these considerations into many, if not all, of their courses. Students must be sensitive to the different laws, different languages, different cultures, and different wants and needs of such a diverse range of potential customers. They must understand, for example, that the media planning tools that are so familiar in the United States do not even exist for many of those markets, and that freedom of speech is an unfamiliar concept in parts of the world. And they must recognize the most fundamental implications, such as the fact that competition may come from anywhere on the globe. Failure to incorporate this aspect of modern advertising into an ad education program, quite simply, will lead to poorly prepared graduates.

Prediction:

Almost no course within the advertising curriculum of top programs will fail to discuss advertising's global dimensions, and some programs will even have students preparing campaigns designed for an international audience.

New Forms of Advertising Programs

In 2004, the Wieden & Kennedy agency created its own advertising school, called 12.¹⁸ At about the same time the Crispin Porter + Bogusky agency partnered with the Miami Ad School, changing the name to CP+B Miami Ad School.¹⁹ Then, of course, there is the looming specter of e-degrees. By 2001, there already were 600 marketing courses available online, according to a report in *U.S. News & World Report*.²⁰ There is little doubt that online advertising degrees soon will be offered, if not yet available. The convenience of being able to pursue a degree without leaving home or quitting a job simply is too seductive for many potential students, and market demand inevitably will lead to such programs.

The methods of delivering advertising education are changing, and traditional programs are starting to face new competition. The quality of these new offerings will, naturally, be debated. Whether or not the criticisms have merit, these programs represent a form of innovation. And all of this follows on the heels of another notable change that occurred since the earlier studies by Ross: the opening of the Virginia Commonwealth University's Ad Center in 1996.²¹ This is a graduate program that was designed from the ground up, by and for industry practitioners. It was intended to better reflect the real world of advertising than previously existing programs, drawing on an advisory board of high profile ad executives and with sponsorship from The Martin Agency of Richmond, VA.

Innovation is the converse of stagnation. Failure to explore new program configurations or experiment with new delivery methods practically guarantees the education process will not improve. Although it certainly is possible to push too far or too fast or in ill-conceived directions, change is a condition precedent to advancement. These new approaches, therefore, are likely to lead to both successes and failures, but the former make these efforts important.

Prediction:

The new programs being developed will result in some “better ideas” heretofore unrealized in traditional advertising programs, which will force those older programs to mimic the newer ones in some respects, or else they will be seen as relics of “old school” thinking.

Faculty

Faculty training, in the end, is probably the most important issue facing advertising programs in the next few years. There currently is an inadequate supply of faculty trained in some areas of marketing communication, such as public relations, direct marketing, etc. Even within the narrower confines of “advertising” there is a shortage of doctoral-qualified faculty in some areas, notably art direction and copywriting. And there are few, if any, graduate programs with any such specialty, so almost no one is obtaining a terminal degree in these areas. Yet a look at the classified advertising in, e.g., the newsletter of the Association for Education in Journalism and Mass Communication makes it clear that there is immense demand in some of these disciplines. Faculty openings for public relations, alone, seem to outstrip openings for advertising. In the future there most certainly must be a greater focus on cultivating new faculty with these qualifications, or ad education will face a genuine crisis.

Too many programs attempt to stem this shortage by hiring practitioners on a part-time basis to teach those courses, if they offer the courses at all. But the industries represented by these specialties are enormous, and such stop-gap measures under serve those constituencies. The direct response industry, *alone*, was estimated to account for \$196 billion spent in the U.S. during 2001²², and those companies need a well trained workforce. Neither the programs, the students, nor the businesses are getting what they need under these circumstances.

Prediction:

The desire to create full service, integrated, marketing communication programs, combined with industry demand, will further escalate the need for qualified faculty in public relations, direct marketing, and other disciplines where programs currently have problems hiring. A few programs will recognize those demands

and create graduate programs aimed at filling the needs for those specialties.

Conclusion

These are but a few of the changes that can be expected over the next decade. The future, of course, is an elusive thing. It is not impossible to imagine a world where none of these predictions is realized, but each of these expectations is rooted in the changes already experienced over the past several years. The only prediction that comes with a guarantee, however, is this: advertising education will undergo significant changes by 2016.

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 - 5 Ross, Billy I., and Keith F. Johnson, 2005 *Where shall I go to study advertising and public relations?*
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 - 7 Ibid.
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2001.pdf](http://www.postinsight.pb.com/go.cfm?file=WientzenDMACConvention2001.pdf).

Chapter XIII - Summary and Conclusions

Among the three types of advertising education - about, in and for - this study concerns itself with education *for* advertising, collegiate education designed to prepare students to become advertising practitioners.

Earlier studies about advertising education date back to the late 1950s and early 1960s. The findings of these studies have been incorporated in many places in this study.

Advertising Education History

Advertising education dates from 1893; the first course devoted exclusively to advertising and so titled was offered in 1905 at New York University. The course, "Advertising," was taught by the faculty of the University's School of Commerce, Accounts and Finance.

The first undergraduate advertising course taught in a journalism school was "Advertising and Publishing," taught in 1908 by Charles G. Ross at the School of Journalism of the University of Missouri. The University of Missouri also hired Joseph E. Chasnoff as an instructor in advertising in 1911. He was the first faculty member hired specifically to teach advertising in a four-year educational institution.¹

The first graduate course in advertising was offered in 1921 by the University of Missouri. Two years later, New York University Graduate School of Business started graduate advertising courses.

Psychologists were among the earliest writers on advertising subjects. Some of the pioneer advertising educators included Walter Dill Scott, Harry L. Hollingworth and Henry F. Adams.

The earliest advertising teachers' organization was the National Association of Teachers of Advertising, founded in 1915.

In 1958, the American Academy of Advertising was formed in Dallas, Texas, in conjunction with the annual meeting of the Advertising Federation of America.

Two advertising student organizations, Alpha Delta Sigma, for men, and Gamma Alpha Chi, for women, were founded at the University of Missouri. In 1972 they became the Academic Division of the American Advertising Federation.

Advertising Education Support Organizations

Of the six organizations that are discussed in Chapter III, only three exist today. The National Association of Teachers of Advertising, Alpha Delta Sigma and Gamma Alpha Chi no longer exist as such. The NATA eventually became the American Marketing Association while ADS and GAX were merged into the American Advertising Federation. Today, the three major organizations for advertising education include the American Academy of Advertising, the Advertising Division of the Association for Education in Journalism and Mass Communication and the Academic Division of the American Advertising Federation.

The American Academy of Advertising has become the most forceful publishing voice in advertising education due to the increased support of marketing educators who teach advertising. Nearly any issue of *The Journal of Advertising* is dominated by articles from advertising teachers in marketing programs.

The Advertising Division of the Association for Education in Journalism and Mass Communication has established *The Journal of Advertising Education*, which has encouraged more articles about the teaching of advertising. As would be expected, advertising teachers in JMC programs provide most of the articles.

Trends in Advertising Education

The Ford and Carnegie studies in the late 1950s made major changes in where advertising was to be taught. Even though neither of the studies made mention of advertising per se, their recommendations were directed primarily to the reduction of the number of majors in business schools that tended to be “how to” education.

Prior to the studies, many of the major advertising programs were housed in the marketing program of schools of business. By the 1960s many of the programs were either discontinued or moved across campus to journalism programs. Today, about 90 percent of advertising programs are found in journalism and mass communication programs.

In recent years, one of the biggest changes in advertising education, particularly in JMC programs, has been the merging of advertising and public relations programs into a joint program. And, in turn, many programs renamed the programs to Integrated Marketing Communication or Strategic Communication. And, more recently, there emerged a move by many schools toward what has been titled “Media Convergence.”

Institutions Offering Advertising Programs

Nationally, there are 145 schools with advertising programs, an increase of 88 percent since the original study in 1964. The programs are located in 41 states and the District of Columbia. For the purpose of this and each of the two prior studies, the states are divided into five regions: Eastern, Southeastern, Southwestern, Midwestern and Western.

Advertising education programs in both the Southeastern and Midwestern regions of the United States more than doubled the number of programs since the first study. The Eastern region has grown from 13 schools in 1964 to 33 in 2005, an increase of 154 percent. The Midwestern region also had a large increase during the same period, from 24 to 51, an increase of 113 percent.

The number of programs in the Western regions had the smallest growth. The region only grew from 14 schools in 1964 to 15 in 2005, a seven percent growth. Texas has continued to have the largest number of advertising programs, with 14 in the 2005 study. Florida follows with nine programs.

Of the 145 schools in the 2005 study, 45 were included in both of the prior two studies --- 1964 and 1989.

Advertising Programs

The most noticeable change has been from the straight advertising programs to joint advertising/public relations programs. In the 12 year span from 1993 to 2005, the number of programs remained about the same — 143 in 1993 to 147 in 2005. Yet, advertising programs dropped from 120 in 1993 to 95 in 2005 while joint programs increased from 23 in 1993 to 52 in 2005.

Advertising education programs have continued to increase in journalism schools while decreasing in business schools. In 1990, there were 11 programs reported in business, in 2005 the number dropped to seven. For the first time the academic title of “major” has been used more than any other title. The title of “Sequence” was the most used by schools in both previous studies.

Curriculum

Most schools now offer a very general undergraduate advertising curriculum instead of a specialized curriculum. Prior to the 1964 study many journalism schools offered courses that prepared graduates for work with media. Today's typical curriculum includes a media course that deals with the analysis of media rather than buying or selling advertising for news media.

As mentioned earlier in the chapter, the most noted change in curriculum since the 1989 study has been the merging of advertising and public relations programs into the joint advertising/public relations programs. This curriculum change requires advertising students to take public relations courses and public relations students take advertising courses.

Many advertising educators point out that the curriculum of the 2000s has placed more emphasis on the "why" aspect of advertising rather than the "how," which was prevalent in the '50s and '60s.

The most required courses in advertising remain about the same as in 1989. There have been changes in titles such as creative strategy for courses in copy and layout. Another example is in Media Strategy instead of courses in print and broadcasting. Three courses most often required include principles/introduction, creative and media.

Graduate Advertising Education

There has been a 30 percent increase in the number of schools reporting graduate programs for advertising students. The first study reported 49 graduate programs from the 77 schools included. In 2005, there were 63 schools reporting graduate programs.

One of the major changes most noted currently is the diversity of programs. Most of the change can be attributed to the decrease in programs in marketing and the increase in journalism and mass communication. Another change that is similar to that in the undergraduate curriculum is the merging of advertising and public relations in integrated marketing communication, along with several other titles.

In several schools, one can major in advertising in the master's program. However, at the doctoral level only one school, the University of Texas, offers a major in advertising. Other major schools that provide a curriculum for doctoral degrees with an emphasis in advertising come as a part of a broader title such as Mass Media.

Most of graduate advertising programs find that the students come from three primary sources --- undergraduate advertising students, students from other disciplines and professionals who want another degree.

Advertising Students

The number of advertising students has grown by 16 percent from 1993 to 2005. In 1993, there were 23,133 students studying advertising, increasing to 26,814 in 2005. The largest percentage increase, 223, during the same period was in doctoral students from 43 to 139.

Student growth patterns follow the trend of schools with advertising programs. The major shift has been to the Southeastern and Southwestern regions. The least growth is in the Eastern region, where in 1964 it was second largest. The Midwestern region continues to have the largest number of students in the United States.

Advertising Graduates

The trend of graduates follows the same pattern as that of schools and students. In 1993, 7774 degrees were awarded to advertising students, while 9,000 were awarded in 2005, a 15.7 percent increase. The largest increase came from master degrees awarded in 1993 to 406 to 650 in 2005, a 60 percent increase. These increases came while there was only a 3 ½ increase in the number of advertising programs.

There is one difference - the Western region joins the Southwestern region with the largest percent of increase in the number of graduates. In the cases of increases in schools with advertising programs and advertising students, the percent of growth was with the Southeastern and Southwestern regions.

Faculty

An interesting trend has been the increase in the number of faculty with advanced degrees over the 12-year span. In 1993, there were 462 full-time faculty with an increase in 2005 to 589 for an increase of 27.5 percent. During the period there was an increase of only 2.8 percent in the number of programs, 143 to 147.

The most important trend regarding faculty has been the increase in quality. The teachers today have more education; most have doctoral degrees. They spend more time on research than did their counterparts in the 1960s. They have more academic publications available for their research and writings. There will also be more pressure for the teachers to research and to publish for promotion and tenure.

Evaluation and Accreditation for Advertising Programs

Formal evaluation of advertising programs has been discussed for many years and no doubt at some time will come about. Yet, at the present time there is no accreditation specifically for advertising education. Three accrediting agencies accredit schools that have advertising programs and are considered as a part of the whole academic unit under which they may serve. The agency that gives a more thorough examination of the advertising program is the

Accrediting Council for Education in Journalism and Mass Communication.

Two agencies that accredit business programs that may have an advertising program include the Association of Collegiate Business Schools and Programs and the American Assembly of Collegiate Business Schools and Programs.

Student Organizations and Competitions

Five national organizations that offer advertising student competitions. The one most recognized and used is National Student Advertising Competition (NSAC) sponsored by the American Advertising Federation. AAF's web site bills it as "the premier college advertising competition." AAF also offers a Most Promising Minority Students program that recognizes minority students.

The Leonard J. Raymond Collegiate ECHO Competition is sponsored by the Direct Marketing Association. DMA considers it "The Oscar of direct marketing." The International ANDY Awards Student Competition is sponsored by the Advertising Club of New York. The Award recognizes creativity.

The InterAd Competition is sponsored by the International Advertising Association. The international competition is offered for university students from around the world. The Yellow Pages Publishers' Association sponsors the annual Yellow Pages Student Creative Competition.

The Future

In a 1963 article in *Printers' Ink*, Charles H. Sandage foresaw these advancements for advertising education.

"Leading universities will increasingly establish departments of advertising for the purposes of (1) centering responsibility in planning and administering professional advertising programs, (2) giving students who wish to prepare for an advertising career an academic home on the campus with knowledgeable and sympathetic academic counselors, and (3) bringing together qualified teachers as a team with common purpose."²

He was right on each count. The question --- where do we go from here?

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- ¹ Williams, Sara Lockwood (1929) *Twenty Years for Journalism*, Columbia. MO: E. W. Stephens Publishing CO, 80. , *Bulletin*, Announcements of the School of Journalism, Columbia, MO (July, 1910), 10.
 - ² Sandage, Charles H., (1963) "Too Little for Advertising's Future," *Printers' Ink*, (June 14), 130.

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Appendix A

PRESIDENTS

NATIONAL ASSOCIATION OF TEACHERS OF ADVERTISING (Later changed to the National Association of Teachers of Marketing and Advertising)

1915	Walter Dill Scott
1916-20	Paul T. Cherington
1921	Daniel Starch
1922	G. B. Hotchkiss
1923	N. W. Barnes
1924	H. D. Kitson
1925	E. H. Gardner
1926	E. J. Kilduff
1927	Frederick R. Russell
1928	Neil Border
1929	Fred E. Clark
1930	H. H. Maynard
1931	Paul D. Converse
1932	Leverett Lyon
1933	Edmund D. McGarry
1934	Wilford L. White
1935	Harry R. Tosdal
1936	Hugh E. Agnew

Source: Agnew, Hugh E., "The History of the American Marketing Association," *Journal of Marketing*, V (April, 1941) 374.

Appendix B

PRESIDENTS ALPHA DELTA SIGMA

1913	John B. Powell*
1920-26	Oliver N. Gingrich
1926-28	E. K. Johnson
—	Charles Fernald**
— -38	Don E. Gilman
1938-39	Howard Willoughby
1939-40	Charles C. Youngreen
1940-41	Ken R. Dyke
1941-42	Lou Townsend
1942-47	W. F. G. Thacher
1947-49	Donald W. Davis
1949-51	B. R. Canfield
1951-53	Ernest A. Sharpe
1953-57	Philip Ward Burton
1957-59	Richard E. Joel
1959-61	Walter Guild
1961-63	Rol Rider
1963-67	Billy I. Ross
1967-69	Lee Fondren
1969-71	William Mindak

November 2, 1971 Alpha Delta Sigma and Gamma Alpha Chi merged into ADS, National Professional Advertising Society.

1971-72	Donald G. Hileman ***
	Ms. Juanita Griego Josel ***
	Ralph L. Sellmeyer ***

* National organization had not been formed at that time.

** Definite dates not known.

*** Hileman became chairman of the Board; Josel became vice-chairman, chairman-elect; and Sellmeyer was named president from executive director.

Appendix C

PRESIDENTS GAMMA ALPHA CHI

1920-30	Mrs. Ruth Prather Midyette*
1930-34	Mrs. Ruth Street Duncan
1934-36	Miss Norma Carpenter
1936-44	Miss Mary Gist
1944-48	Mrs. Bea Johnson
1948-50	Mrs. Irene Fogel
1950-52	Mrs. Ruth Kinyon Whiteside
1952-54	Mrs. Bea Johnson
1954-58	Mrs. Claire Drew Forbes Walker
1958-62	Mrs. Honor Gregory House
1962-64	Mrs. Loretto Fox
1964-68	Mrs. Pearl Mead
1968-69	Ms. Betty Ott
1969-71	Ms. Hope Johnson

November 2, 1971 Gamma Alpha Chi and Alpha Delta Sigma merged into ADS, National Professional Advertising Society.

1971	Ms. Juanita Griego Josel **
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* Mrs. Midyette was founder and first national president. The first national convention was held in 1937.

** Ms. Josel became vice chairman, chairman-elect of ADS.

Appendix D

PRESIDENTS AMERICAN ACADEMY OF ADVERTISING

1958-9	Harry W. Hepner
1960	Billy I. Ross
1961	Daniel S. Warner
1962	Royal H. Ray
1963	Robert V. Zacher
1964	James E. Dykes
1965	Vernon Fryburger
1966	John Mertes
1967-8	John Crawford
1969	Sam Smith
1970-1	S. Watson Dunn
1972-3	Stephen A. Greyser
1974-5	Kenward L. Atkin
1976	Edward C. Stephens
1977	Richard Joel
1978	Barbara J. Coe
1979	Leonard W. Lanfranco
1980	Willard L. Thompson
1981	Arnold M. Barban
1982	H. Keith Hunt
1983	Alan D. Fletcher
1984	Donald W. Jugenheimer
1985-6	Donald R. Glover
1987	Nancy Stephens
1988	Ernest F. Larkin
1989	Anthony F. McGann
1990	John D. Leckenby
1991	Kim B. Rotzoll
1992	Patricia A. Stout
1993	Rebecca H. Holman
1994	Helen Katz
1995	Bruce Vanden Bergh
1996	Ivan L. Preston
1997	Mary Ann Stutts
1998	Richard Beltramini
1999	Carole Macklin
2000	Darrel D. Muehling
2001	Russell N. Laczniak
2002	Mary Alice Shaver
2003	Joseph R. Pisani
2004	Joseph E. Phelps
2005	Charles R. Taylor

Appendix E

FELLOWS AMERICAN ACADEMY OF ADVERTISING

Charles Allen	H. Keith Hunt
Arnold Barban	Claude R. Martin
Don Belding	Gordon Miracle
Sidney R. Bernstein	Ivan L. Preston
Steuart H. Britt	Royal Ray
Phillip W. Burton	Billy I. Ross
George Clark	Kim B. Rotzoll
John Crawford	Charles H. Sandage
Barton Cumming	Jack Z. Sissors
S. Watson Dunn	Esther Thorson
James S. Fish	Daniel Warner
Vernon Fryberger	Walter Weir
Stephen A. Greyser	Gordon White
Melvin S. Hattwick	Robert Zacher
Harry Hepner	

Appendix F

CHAIRS
ADVERTISING DIVISION
ASSOCIATION FOR EDUCATION IN JOURNALISM & MASS
COMMUNICATION

1966	John W. Crawford
1967	Ernest Sharpe
1968	Robert V. Zacher
1969	James E. Dykes
1970	Kenneth L. Atkin
1971	Ivan L. Preston
1972	James J. Mullen
1973	Jerry R. Lynn
1974	Frank N. Pierce
1975	Alan D. Fletcher
1976	Bob J. Carrell
1977	Wilma Crumley
1978	Don Jugenheimer
1979	Ernest Larkin
1980	Thomas Bowers
1981	Charles Frazer
1982	Don Glover
1983	James Terhune
1984-5	Elsie Hebert
1986-7	Ernest Larkin
1988-9	Mary Alice Shaver
1990-1	Lee Wenthe
1992	Tom Duncan
1993	Jan Wicks
1994	Jim Marra
1995	Jim Avery
1996	Suzette Heiman
1997	Nancy Mitchell
1998	Dan Stout
1999	Pat Rose
2000	Bob Gustafson
2001	Roger Lavery
2002	Joe Phelps
2003	Jan Slater
2004	Sheri Broyles
2005	Tom Robinson
2006	Caryl Cooper

Appendix G

CHAIRS ACADEMIC DIVISION AMERICAN ADVERTISING FEDERATION

1973-74	Robert Boyd
1974-75	Zane Cannon
1975-76	Frank Dobyns
1976-77	Donald Vance
1977-78	Leonard LanFranco
1978-79	Conrad Hill
1979-80	James Frost
1980-81	Charles Frazer
1981-82	Elsie Hebert
1982-83	Don Vance
1983-84	Bob Ellis
1984-85	Alan Fletcher
1985-86	Guy Tunnicliff
1986-87	William Fudge
1987-88	Carolyn Stringer
1988-89	John Murphy
1989-91	Howard Cogan
1991-92	Fran Lacher
1992-93	Ron Lane
1993-94	Mary Ann Stutts
1994-95	Tom Groth
1995-96	Lynda Maddox
1996-97	Hugh Daubek
1997-99	Alice Kendrick
1999-00	Janet Dooley
2000-01	Constance Cannon Frazier
2001-02	Jim Cleary
2002-03	Ludmilla Wells
2003-04	Tom Bowers
2004-05	Ron Schie

Appendix H

WINNERS AND SPONSORS NATIONAL STUDENT ADVERTISING COMPETITION AMERICAN ADVERTISING FEDERATION

1973	Michigan State University	California Vintner
1974	University of South Carolina	American Motors Corporation (Buyers Protection Plan)
1975	University of Texas at Austin	Warner Lambert (Sinutab)
1976	University of Texas at Austin	Toyota Motor Sales USA
1977	San Jose State University	Frito-Lay Inc. (Rold Gold Pretzels)
1978	Virginia Commonwealth University	Coca Cola USA (Sprite)
1979	University of Tennessee	Wella Balsam (shampoo and conditioner)
1980	San Antonio College	Nabisco, Inc. (snack foods)
1981	Michigan State University	Adolf Coors (Coors Premium Beer)
1982	University of Virginia	Corning Glass Works
1983	University of Georgia	Maxwell House Coffee
1984	Texas Tech University	Radio Shack Division, Tandy Corporation
1985	San Jose State University	Burger King Corporation
1986	Iowa State University	Levi Strauss & Company
1987	Brigham Young University	Chevrolet Motor Division
1988	University of Oregon	Nestle Foods Corporation
1989	University of West Florida	Kellogg Company
1990	Southwest Texas State University	The Hearst Corporation
1991	University of Wisconsin-Madison	American Airlines
1992	University of Montana	Visa USA
1993	Ithaca College	Saturn Corporation
1994	University of Houston	Eastman Kodak Company
1995	Loyola University of New Orleans	Chrysler (Dodge Neon)
1996	University of West Florida	American Red Cross
1997	University of West Florida	Pizza Hut
1998	George Washington University	Hallmark Cards, Inc.
1999	University of California-Los Angeles	Toyota
2000	University of Alabama	New York Times
2001	University of Wisconsin - Madison	DaimlerChrysler
2002	Southern Methodist University	Bank of America
2003	University of Nevada-Reno	Toyota
2004	Southern Methodist University	Visit Florida

Appendix I

DISTINGUISHED ADVERTISING EDUCATORS AMERICAN ADVERTISING FEDERATION

1987	Philip Ward Burton
1988	S. Watson Dunn
1989	Billy I. Ross
1990	William Goodrich
1991	John Philip Jones
1992	Kim Rotzoll
1993	Don Schultz
1994	Elsie Hebert
1995	Walter Weir
1996	Bruce Vanden Bergh
1997	Robert Ellis
1998	Frances Rutland Lacher
1999	Howard Cogan
2000	Jerome Jeweler
2001	No Recipient
2002	No Recipient
2003	Lee Wenthe
2004	Esther Thorson

Appendix J

School and Program Information

School	Academic Division	AD or Ad/PR	Program Title	Highest Degree
Samford	JMC	Ad/PR	Track	B
U. Of Alabama	JMC	Ad	Major	D
U. Of Alabama	JMC	Ad/PR	Joint MA	M
N. Arizona	JMC	Ad	Major	B
Arkansas State	JMC	Ad	Emphasis	B
Harding U.	JMC	Ad	Major	B
U. Of Arkansas	JMC	Ad/PR	Sequence	M
U. Of AR Little Rock	J&B	Ad	Program	B
CA State Fresno	JMC	Ad	Sequence	M
CA State Fullerton	JMC	Ad	Concentration	M
San Diego State U.	JMC	Ad	Emphasis	B
San Diego State U.	JMC	Ad/PR	Emphasis	M
San Jose State U.	JMC	Ad	Major	M
U. Of Denver	JMC	Ad	Specialization	M
N. Colorado	JMC	Ad/PR	Emphasis	B
Bridgeport	JMC	Ad/PR	Concentration	B
Hartford	JMC	Ad	Major	M
Howard	JMC	Ad/PR	Sequence	B
Florida Gulf Coast	Business	Ad	Concentration	B
Florida Int'l U.	JMC	Ad	Track	M
Florida State U.	JMC	Ad	Sequence	B
Central Florida	JMC	Ad/PR	Major	B
U. Of Florida	JMC	Ad	Major	D
U. Of Miami	JMC	Ad	Major	B
N. Florida	JMC	Ad/PR	Track	B
S. Florida	JMC	Ad	Sequence	B
W. Florida	JMC	Ad	Specialization	B
Brenau U.	JMC	Ad/PR	Concentration	B
U. Of Georgia	JMC	Ad	Major	D
Hawaii Pacific U.	JMC	Ad	Major	B
U. Of Idaho	JMC	Ad/PR	Major	B
Bradley U.	JMC	Ad	Concentration	B
Columbia College C.	JMC	Ad	Program	B
DePaul U.	JMC	Ad/PR	Track	M
Northwestern U.	JMC	Ad/PR	Major	M
Roosevelt U.	JMC	Ad	Major	M
Southern Illinois U.	JMC	Ad	Sequence	D
U. Of Illinois	JMC	Ad	Major	D

School	Academic Division	AD or Ad/PR	Program Title	Highest Degree
Western Illinois U.	JMC	Ad	Sequence	B
Ball State U.	JMC	Ad	Major	M
Butler U.	JMC	Ad	Sequence	B
Purdue U.	JMC	Ad	Concentration	B
Purdue Calumet	Mgt	Ad	Program	B
U. Of Evansville	JMC	Ad/PR	Concentration	B
U. Of Southern IN	JMC	Ad/PR	Major	B
Drake University	JMC	Ad	Major	B
Iowa State U.	JMC	Ad	Major	B
Morningside College	JMC	Ad	Major	B
Kansas State U.	JMC	Ad	Sequence	M
Pittsburg State (KS)	JMC	Ad	Sequence	M
U. Of Kansas	JMC	Ad/PR	Track	M
Washburn U.	JMC	Ad/PR	Emphasis	B
Wichita State U.	JMC	Ad/PR	Emphasis	B
Murray State (KY)	JMC	Ad	Major	M
U. Of Kentucky	JMC	Ad/PR	Major	B
Western Kentucky U.	JMC	Ad	Major	B
Louisiana State U.	JMC	Ad	Area	M
Loyola New Orleans	JMC	Ad	Sequence	B
Loyola College (MD)	JMC	Ad/PR	Sequence	B
Boston U.	JMC	Ad	Concentration	D
Emerson College	JMC	Ad/PR	Program	B
Suffolk U.	JMC	Ad/PR	Concentration	M
Central Michigan	JMC	Ad	Concentration	B
Ferris State U.	Business	Ad	Major	B
Grand Valley(MI)	JMC	Ad/PR	Major	B
Michigan State U.	JMC	Ad	Major	D
Oakland U. (MI)	JMC	Ad/PR	Emphasis	B
W. Michigan	Business	Ad	Major	B
Bemidji State (MN)	JMC	Ad/PR	Major	B
St. Cloud State U.	JMC	Ad	Program	M
U. Of Minnesota	JMC	Ad/PR	Concentration	B
U. St. Thomas (MN)	JMC	Ad	Sequence	B
U. Of Southern MS	JMC	Ad	Sequence	D
SE Missouri State U.	JMC	Ad	Option	B
SW Missouri State U.	Business	Ad	Option	B
U. Of Missouri	JMC	Ad	Sequence	D
Webster U.	JMC	Ad	Major	M
Creighton U.	JMC	Ad	Sequence	B

School	Academic Division	AD or Ad/PR	Program Title	Highest Degree
Hasting College	JMC	Ad/PR	Emphasis	B
Midland Lutheran U. Of Nebraska	JMC	Ad/PR	Concentration	B
Nebraska at Kearney	JMC	Ad	Major	M
Nebraska at Omaha	JMC	Ad	Major	B
U. Of Nevada	JMC	Ad/PR	Sequence	B
Rowan U. (NJ)	JMC	Ad	Sequence	B
New Mexico St. U.	JMC	Ad/PR	Emphasis	M
U. Of New Mexico	JMC	Ad	Sequence	B
Baruch College (NY)	Business	Ad	Program	B
Buffalo State (NY)	Business	Ad	Major	D
New Rochelle (NY)	JMC	Ad/PR	Major	B
Ithaca College (NY)	JMC	Ad/PR	Sequence	M
Marist College (NY)	JMC	Ad/PR	Major	B
Saint Bonaventure	JMC	Ad	Concentration	B
Syracuse U.	JMC	Ad/PR	Sequence	B
Appalachian State	JMC	Ad	Major	D
Campbell U. (NC)	JMC	Ad	Major	B
Elon U. (NC)	JMC	Ad	Sequence	B
U. Of North Carolina	JMC	Ad/PR	Emphasis	B
U. Of Ohio	JMC	Ad	Sequence	D
Xavier U. (OH)	JMC	Ad	Sequence	D
Youngstown State U.	Business	Ad/PR	Major	M
Oklahoma City U.	JMC	Ad/PR	Major	M
Oklahoma State U.	JMC	Ad	Sequence	B
SE Oklahoma State	JMC	Ad	Sequence	B
Central Oklahoma U. Of Oklahoma	JMC	Ad/PR	Major	B
U. Of Oklahoma	JMC	Ad	Program	B
U. Of Oregon	JMC	Ad	Program	M
Bloomsburg U. (PA)	JMC	Ad	Program	M
Duquesne U. (PA)	JMC	Ad	Sequence	B
Lock Haven (PA)	JMC	Ad/PR	Sequence	B
Pennsylvania State U.	JMC	Ad/PR	Concentration	M
Point Park U. (PA)	JMC	Ad/PR	Emphasis	B
Temple U. (PA)	JMC	Ad/PR	Major	B
U. Of South Carolina	JMC	Ad/PR	Sequence	D
South Dakota State	JMC	Ad	Sequence	D
U. Of South Dakota	JMC	Ad	Specialization	M
			Sequence	B

School	Academic Division	AD or Ad/PR	Program Title	Highest Degree
E. Tennessee State	JMC	Ad	Sequence	M
Middle Tennessee St.	JMC	Ad	Emphasis	B
U. Of Memphis	JMC	Ad	Sequence	M
U. Of Tennessee	JMC	Ad	Major	D
TN at Chattanooga	JMC	Ad/PR	Program	B
Abilene Christian U.	JMC	Ad/PR	Major	B
Midwestern State U.	JMC	Ad/PR	Concentration	B
Southern Methodist	JMC	Ad	Track	B
Texas Christian U.	JMC	Ad/PR	Sequence	M
Texas State U.	JMC	Ad	Sequence	M
Texas Tech U.	JMC	Ad	Major	M
Texas Wesleyan U.	JMC	Ad/PR	Program	B
U. Of Houston	JMC	Ad	Concentration	M
U. Of North Texas	JMC	Ad	Sequence	M
TX at Arlington	JMC	Ad	Sequence	B
U. Of Texas	JMC	Ad	Major	D
TX at El Paso	JMC	Ad	Sequence	B
TX - Pan American	JMC	Ad/PR	Sequence	B
W. TX A&M U.	JMC	Ad/PR	Sequence	B
Brigham Young U.	JMC	Ad	Sequence	M
Liberty U. (VA)	JMC	Ad/PR	Specialization	B
Radford U. (VA)	JMC	Ad	Program	B
VA Commonwealth	JMC	Ad	Sequence	M
Washington State U.	JMC	Ad	Sequence	M
Bethany College (WA)	JMC	Ad	Track	B
Marshall U.	JMC	Ad	Sequence	M
West Virginia U.	JMC	Ad	Major	M
Marquette U.	JMC	Ad	Major	D
U. Of Wisconsin	JMC	Ad/PR	Track	D
Wisc - Oshkosh	JMC	Ad	Emphasis	B
Wisc - Whitewater	JMC	Ad	Major	B

Key:

JMC

Journalism, Mass Communications or Communication or Liberal Arts

Ad

Ad/PR

Advertising Program

Joint Advertising Program

B

M

D

Bachelor's Degree

Master's Degree

Doctoral Degree

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Anne C. Osborne holds a Ph.D. in mass communication from the University of Tennessee. Anne is an Associate Professor in the Manship School of Mass Communication at Louisiana State University, where she is also Associate Director of the Reilly Center for Media & Public Affairs. Her research interests include advertising regulation and media ethics. Her work has appeared in *Communications and the Law*, *Journal of Mass Media Ethics* and *Journal of Business Ethics*. Her professional background includes work as a marketing assistant for McGraw-Hill Publishers. She teaches a range of advertising courses, including Advertising Media Strategy, Advertising Creative Strategy and Advertising Campaigns.

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Jef Richards is professor and former chairman of the University of Texas at Austin Advertising Department, where he has taught since 1988.

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Bill is a Distinguished Professor in the Manship School of Mass Communication, Louisiana State University. He is Professor Emeritus at Texas Tech University where he served as head of the Department (now College) of Mass Communications for 17 years. He received his Ph.D. from Southern Illinois University; MA Eastern New Mexico University and BJ from the University of Missouri.

He was president and one of the founders of the American Academy of Advertising. He has also served as president of other national and regional professional organizations. He is author or co-author of six books and numerous other publications. His professional advertising experience has been with newspapers and agencies.

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Alan is a Designated Professor Emeritus, Louisiana State University, where he recently retired after 20 years of service. His teaching career also included University of Illinois, University of Georgia, Illinois State University and University of Tennessee. He earned his Ph.D. from the University of Illinois.

He was president of the American Academy of Advertising, chair of the Advertising Division of the Association for Education in Journalism and Mass Communication and chair of the Education Committee of the American Advertising Federation.

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