ASJMC INSIGHTS

SUMMER 2003

comments from the editor . . .

Professional alliances provide journalism and mass communication programs with unlimited opportunities and "tough" challenges. At their best, these alliances offer advice, funds and shared experiences.

Administrators agree that alliances advise with:
- Professionals as guest lecturers, adjuncts and visiting faculty,
- Formal and informal professional advisory groups,
- Alumni organizations,
- Concentrations of alumni at media organizations,
- Jobs and internship opportunities,
- Research directories for professionals, and
- Identification of service learning opportunities.

Alliances that fund often:
- Fund curriculum programs or special school programs,
- Provide equipment, and
- Support faculty in professional development areas.

Alliances that share often:
- Facilitate research and consulting projects,
- Provide competition judging, and
- Encourage faculty to share their expertise through presentations.

This issue examines operations of advisory councils, alliance evaluations of programs, alumni publications, and alliance encouragement of research and service learning.

manuscripts on the PROMOTION PROCESS should be submitted to

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JOURNALISM ADVISORY BOARDS

The Who, What, When, Where, Why and How

A GUIDE

THIS INFORMATION is based on a survey of journalism programs from around the country conducted in the summer of 2001. Completed questionnaires on advisory boards were provided by 61 sponsors, including departments of journalism, schools and colleges within universities. The responses have been summarized to provide options to others planning an advisory board. To make this report user-friendly, the sections have been divided into Who, What, When, Where, Why, How and other Frequently Asked Questions. Under each section, responses have been summarized in bullet points. Comments and observations follow the bullet points for those seeking more information. Sixty-one completed questionnaires were received from 61 universities:

- 50 ACEJMC-accredited; 11 not.
- 52 have current boards; 9 reported about previous boards no longer in operation.
- 18 offer a doctoral degree; 22 a masters; 19 a bachelor's degree.
- 52 sponsor an SPJ chapter; 42 PRSSA; 37 an advertising club; 34 KTA.
- 30 advisory boards are sponsored by a department, 22 by a school, and six by a college.
- Department offerings include news-editorial (56), public relations (49), broadcast (48), advertising (38), and a variety of others (photojournalism, political communications, telecommunications, integrated marketing communications) offered by one to three universities.
- Number of full-time faculty range from 1 to 58, with a mean of 15.53.
- Number of majors range from none (only a minor offered) to 3,000, with a mean of 530.

This project was supported in part by a grant from the
Faculty Development Office, University of Wisconsin-Oshkosh, and by the Department of Journalism.
For a copy of a longer paper reporting the results of the study in more detail,
contact Julie Henderson (henderso@uwosh.edu),
Department of Journalism, University of Wisconsin, 800 Algoma Blvd., Oshkosh, WI 54901.

WHO

Who should be the members of your advisory board?

HOW MANY?

- 5-70 members

  Mean = 18.5 members
  Median = 14 members
  Mode = 10 members

However, the responses seemed to cluster around three sizes: 24 have 8-12 members, eight have 15-20 members, and 14 have 23-30 members.

QUOTAS

- Bases for quotas include, in descending order of frequency: disciplines (such as advertising, public relations, news editorial), alumni versus non-alumni, geography (place of residence), year of graduation, and sex.

Board membership may be based on certain characteristics. About one-third choose members based on disciplines. Unique responses included selecting members based on: work responsibilities, development/fundraising concerns, representing all areas of the media, good friends who are well-connected, professional expertise, and religion (this was from a Baptist university).

Many respondents who said they do not use quota systems acknowledged that they base membership on some or all of these criteria, but not in a formal sense.

SELECTION OF MEMBERS

- Appointment or election: Most (53) appoint their members, while only five elect them.

Appointments are frequently made by an administrator, such as a chair, dean or director, often with faculty input. In one case appointment is made by the alumni association president, and in one case the university president, although this was noted as in an official capacity.

FACULTY AS MEMBERS OF THE BOARD

- The majority (44) do not include any faculty members on their board, while 10 include some faculty and four said all faculty are members.

TERM LENGTHS

- In number of years: 2, 3, 5.

Only 23 have specific term lengths; of these, three years is the most common. Some also allow terms to be renewed once. Of the 23 boards with specific term lengths, 19 have staggered terms, usually with one-third of the board retiring each year.

COMPENSATION

- Meals, hotel costs, travel costs.

Boards provide little compensation for their members. Thirteen said they cover the cost of meals, but only three help with hotel costs, and only two with travel costs. None provide compensation simply for serving on the board. Several indicated they assume the members' employers would cover some of the costs involved.

WHAT

What should your board be called?

NAMING OPTIONS

- The most popular names are Advisory Board or Council, Professional Advisory Board or Council, frequently preceded by the name of the department or school.

Names reported include:

Advisory Board
Advisory Council
Alumni Advisory Board
Alumni Advisory Council
Board of Advisors
Board of Visitors
College Advisory Board
Communication Advisory Board
Communication Council
Endowment Board
Department of Journalism Advisory Board
Development Committee
JMC Professional Advisory Board
Journalism Advancement Council
Journalism Advisory Board
Journalism Advisory Committee
Journalism Advisory Council
Journalism and Mass Communications Advisory Council
Journalism Department Alumni Advisory Board
Journalism Executive Council
Mass Communication Advisory Board
Media Advisory Board
National Advisory Board (NAB)
Partnership Board
Professional Advisory Board
Professional Advisory Committee
Professional Advisory Council
Visiting Committee

WHEN

When are meetings held?

- Meeting frequency range:
  six times a year to every other year.

Most of the boards (36) meet twice a year, frequently defined as once a semester. Other responses in descending order were once a year, four times a year, three times a year, and one each reporting meeting every other year and six times a year.

WHERE

Where are meetings held?

- Usually in the department.

  22 never meet separately from the department

  18 sometimes meet separately from the department

  14 always meet separately from the department

WHY

Why are boards created? What will be the role and function of your board?

PRIMARY FUNCTION

- Advisory, Fundraising, Advocacy, Ceremonial

Respondents were given the four choices above and asked to indicate which one is the primary function of their boards. A large majority (39) said advisory. The other choices were reported by six respondents each. (Two respondents did not answer this question.)

RESEARCH PROJECTS

Some boards (16) reported researching designated topics. Of these, 12 then filed a written report. Nine said the board chooses its own topics to research.

AREAS OF INPUT

- Fundraising, Curriculum Matters, Personnel Decisions, Equipment Purchases

Respondents were asked if their boards have input regarding the issues listed above; they were given the choices of never, occasionally, frequently and always.

The following were checked 30 times or more:

Our advisory board *occasionally* has input regarding *curriculum matters.*

Our advisory board *occasionally* has input regarding *equipment purchases.*

Our advisory board *never* has input regarding *personnel decisions.*

There were zero responses in each of the following:

Our advisory board *always* has input regarding *personnel decisions.*

Our advisory board *always* has input regarding *equipment purchases.*

Our advisory board *frequently* has input regarding *personnel decisions.*

POSSIBLE ROLES/FUNCTIONS OF THE BOARD

- Some options:

Connections to the profession
Advice
Fresh insights
Connections to the community
Strengthening our program
Internship opportunities
Help in raising funds
Updates regarding changes/trends in professional areas
Access to resources
Job opportunities for graduates
Public relations
Suggestions for computers and other equipment
Clout with administration in regard to budget needs
Help in reviewing and evaluating our mission statement
Suggestions for software to use in classroom training
Donations of equipment and supplies
Suggestions for plans for physical facilities
Improving management of our program
Help in recruiting personnel

Respondents to the survey were given the items above and asked to check each that applies to their advisory board. Most checked several. The items above are listed in descending order of the frequency by which they were checked.

WORKING WITH STUDENTS

- Options:

To interview for job
To interview for internships
Through guest lecturing or appearing on panels

Respondents were asked to check all that applied. Twenty-seven indicated the board meets with students regarding interviewing for internships, and 26 said regarding interviewing for jobs. Other ways in which the boards meet with students are in small discussion sessions; individually; to critique student work, such as the student newspaper; and to gather information about the profession, such as opportunities, issues and employer expectations.

HOW

How do boards conduct their business?

MEETING FORMATS

- Meeting time frames:

  range from two hours to two days

Most of the respondents (24) meet for a half-day, followed by 16 that meet for a full day. Others meet over luncheon, or they meet in the morning as a group and divide into committees in the afternoon. Some conduct meetings via videophone or conference call.

CALLING MEETINGS

- Majority: by chair

The majority (36) reported the board meetings are called by the chair. In about half of the cases (27 yes, 23 no), the chair is also responsible for making arrangements for a meeting place.

SETTING THE AGENDA

- Majority: by administrator

In more than half of the responses, the meeting agenda is set by an administrator – a department head, director or dean. Faculty members are responsible in only two cases. The balance offered a mix of answers, with board members, the board chair, administrator(s) and faculty working together in various ways.

ELECTION OF BOARD CHAIR

The responses were evenly divided: 29 elect their own chairs; 28 do not.

FAQ

Are boards a new development?
Answer: No.

The longest-running board in this group began in 1971. Most (37), however, were begun in 1991 or later, perhaps indicating a trend toward renewed interest in boards.

Are advisory boards effective?
Answer: Mainly yes.

Respondents were asked to rate the effectiveness of their boards on a scale of 1-10. Dividing the ratings into three groups, with 1-3 termed very ineffective, 4-7 moderate, and 8-10 very effective, the responses were 6, 32 and 18, respectively.

What makes a board successful?
Answer: Board members who are knowledgeable and active in their profession, and board members committed to the university and department.

Respondents were given seven choices as to what makes a board successful, and they were asked to rank them in order of importance. Weighting the rankings, this was the result, in descending order:

1. Board members are knowledgeable and active in their profession.
2. Board members are committed to the university and department.
3. Expectations about the board's role are clear.
4. The board has sufficient access to information about the program or institution to be able to provide useful advice and support.
5. Good communication between the board and department.
6. Institutional representatives, such as your dean, genuinely desire the board's input.
7. Board members are given some type of recognition.

Is it common to have more than one board?
Answer: Not common, but more likely in larger departments or schools.

Respondents were asked if they have more than one board. Nine said yes, and 48 no. In addition to advisory boards, some have a board for a special sequence (magazine); others have boards for specific purposes, such as development or fundraising.

Do boards do any fundraising?
Answer: Some

Advisory boards usually contribute to fundraising efforts in one of the following ways:

- Sponsorship of a special event, such as an awards luncheon or a golf tournament.
- Soliciting their employers for donations.
- Soliciting other community members for donations.
- Board members themselves donate money. (One board requires members to pay a $1,000 membership fee.)

Is there a problem when the board's advice is not followed?
Answer: Sometimes, but not always.

Respondents were asked how their boards reacts when it makes suggestions that are not used.

Of 38 responses to this question, 13 said this situation had not arisen; 16 said that, when it had, the board members were understanding; and four said the reaction was negative, described as "disappointed" and "frustration." In the remaining cases, the respondents said the reaction would vary from situation to situation.

How do faculty members react to the board?
Answer: Mainly positively.

Respondents were asked if their departmental faculty are wary of the advisory board. Only one respondent strongly agreed, and seven agreed. The remaining 48 checked disagree or strongly disagree.

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PROFESSIONAL ADVISORY BOARDS

more than a Good Housekeeping Seal of Approval

JUDY VanSLYKE TURK
Virginia Commonwealth University

IT'S ALMOST A GIVEN that a journalism and mass communications program have an advisory board of professional practitioners. If it doesn't, it's probably in the midst of creating one, as is the case at Virginia Commonwealth University. In my previous administrative leadership positions – at the University of Oklahoma, at Kent State University, at the University of South Carolina and at Zayed University – I "inherited" advisory boards. Now, with the luxury of starting an advisory board "from scratch" before me, I have the opportunity to proactively reflect on the purpose, composition and benefits of advisory boards and on the kind of relationship that should/can exist between a board and the academic program it advises.

Advisory boards don't all exist for the same reasons. Some are mandated by the college or university of which the journalism and mass communications unit is a part, perhaps as part of the institution's accreditation and assessment plan; others are created by the journalism and mass communications unit itself.

PURPOSES

And advisory boards serve different purposes. Some exist as a vehicle through which the journalism and mass communications program can increase visibility and credibility among its professional constituencies. In this case, the information flow is more from program to board: reports on accomplishments, activities, honors and recognition, awards. The board offers endorsement more than advice.

Other advisory boards may fulfill a fundraising purpose, either short or long term. A college or university in a capital campaign, or pursuing a new building for its journalism and mass communications program, may create an advisory board that focuses exclusively on cultivation and stewardship of major donors.

But most advisory boards serve the purpose of providing advice. Journalism and mass communication programs find real value in seeking and considering advice and counsel from a professional advisory board. Members of a professional advisory board, because they are often persons of great accomplishment and distinction, are very astute when it comes to helping identify strategies and directions for the journalism and mass communications program. As one administrative colleague puts it, "They don't get distracted by process the way faculty sometimes do, and they cut right to the chase. They can put their finger on a threat or an opportunity in just a few minutes of discussion."

COMPOSITION

Advisory boards don't all look the same, either, in terms of their composition. I'm familiar with four advisory board models:

- *A group of luminaries* who lend their names and the prestige of the institutions they represent but who can't really be considered a working board. This model is more show than go. This may be especially valuable if the program is a new one (as was the case with the Adcenter, Virginia Commonwealth University's graduate program in advertising) or if the program has the luxury of multiple boards, maybe one "for show" and another a working group.
- *A national board* whose members are highly placed executives – generally at the CEO or COO level – and who have been recruited to help move a journalism and mass communications program up the ladder of quality and success. This is the model of advisory board we are creating at Virginia Commonwealth University. The president of the university has made creating a top-notch mass communications program one of his priorities, and he recruited the CEO of a major West Coast television company (who is a graduate of the precursor program to the current School of Mass Communications) to chair an advisory board. The chair and I drew up a list of major media, advertising and public relations firms that we wanted to recruit to our board; it was no accident that every single one of the CEOs and COOs on our list was someone that either the chair or I knew personally, someone who would take our phone calls and make time on a crowded calendar to hear our pitch about joining our advisory board.
- *A local or regional board* that includes representatives of a program's "strategic publics" – the media and mass communications businesses that hire a program's graduates – and alumni often figure prominently on such boards. I know of one regional board, for a relatively small program, that even includes the administrator who heads up the largest journalism and mass communications program in the region.
- *A two-tiered approach,* with an "executive board" comprised of high-ranking individuals with prestigious journalism and mass communications businesses, and a larger "advisory board" that mixes alumni with employers and potential employers.

BENEFITS

The purpose and composition of a purpose and composition of a program's advisory board reflects institutional preferences and culture, past history and agenda for the future. And therefore the benefits of having an advisory board vary from program to program. My experience is that advisory boards have real value to the journalism and mass communications program of the institution of which it's a part.

- First, there's the value of *wise, informed counsel and advice.* This can be especially valuable if you're revising your curriculum and want a "reality check" on its relevance to best professional practices, or if you've got an entrepreneurial inspiration that could use some strategic direction.
- Second, there's the value of the *professional credibility* that "sticks to" a journalism and mass communications program with a professional advisory board. It's a bit like having your program – your faculty, your curriculum, your students and your graduates – "vetted" by the industries you serve. I've heard this referred to as a version of the "Good Housekeeping Seal of Approval."
- Third, an advisory board, especially a board that includes nationally known individuals and representatives of nationally known media and mass communications companies, can be *a powerful advocate* for a program. I know from personal experience that, when the chair of your advisory board is the CEO of a leading media firm, the university president listens and is more inclined to take action than when you as administrator say the same thing. If the chair of your advisory board says your program's facilities are "disgraceful," and the university must put you at the top of the list for a new or new-to-you building, it might actually happen!
- Fourth, I've learned that a carefully informed advisory board can *raise issues and level criticism* in a way that is perceived as unbiased. Were you to raise the same issues or level the same criticism, you might be perceived as pursuing a personal agenda. For instance, if faculty productivity is an issue – you know it is and have the annual faculty evaluations to prove it – an advisory board may get farther than you can pursuing an agenda of increasing productivity.
- One other benefit is more personal than institutional, and that is the *collegiality and friendship* that can develop between you and members of your advisory board. I count among my mentors and confidants several men and women who chaired or served as members of advisory boards with which I worked as a director or dean. They add value to my professional life as well as to the journalism and mass communications program they advise.

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advisory councils AND small programs
A CASE STUDY

KIT RUSHING
University of Tennessee-Chattanooga

SHE'S BEEN DEAD NOW FOR ALMOST TWO YEARS, but Frances Alexander's influence and her vision continue to drive the University of Tennessee-Chattanooga communication program. Frances and her work probably represent all of the reasons that a professional advisory council can be a strength and a valuable resource for a small program like the one here in Chattanooga. She worked for the department until just a few months before her death in the winter of 2001. Her legacy is in the program and in its advisory council.

The UT-Chattanooga program was organized in the late 1970s out of a collection of courses from several departments in the College of Arts and Sciences. The program received departmental status in the middle 1980s. Part of the original long-range plan was to develop an accredited journalism-mass communication program to serve southeast Tennessee. The long-range plan and reality, however, were two very different issues during the early years of the department. The three original faculty were barely able to service an unexpectedly high student enrollment. There was neither time nor energy for faculty scholarship or involvement with the professional community. There was certainly little time or encouragement to participate in the activities of organizations like AEJMC or ASJMC. Within three or four years of the department's birth, the three faculty were trying to serve more than 200 majors. Developing the evidence required to put together an accrediting self-study seemed, at times, impossible. The evidence that was collected did not seem to support a speedy bid for an accrediting visit.

In spite of the department's initial start-up grant of more than \$200,000, there was minimal ongoing help, and the annual operating budget was later described as "worse than starvation." The department was one of many in its college seeking resources, and with Tennessee's long and chronic history of under-funded higher education, prospects for developing the Chattanooga communication program into one that met accrediting standards often seemed bleak.

Chattanooga's professional community gave the fledgling communication program mixed support. At the time, 20 years ago, Chattanooga boasted two daily newspapers, but only one, the Chattanooga *Times,* backed the department with a scholarship, and only the *Times* offered internship opportunities to UTC communication students. Although the attitude later changed, an editor of Chattanooga's afternoon newspaper, the Chattanooga *New Free Press,* told a faculty member that the *Free Press* preferred to hire reporters who had not been through a college journalism program.

Responding to continued enrollment increases, in the late 1980s the university agreed to hire two additional faculty. One of the hires was an experienced journalism professional and long-time journalism educator, Bill Oliphant. Within Bill's first month on the faculty he announced that, in his view, if the department were to gain credibility within the professional community and if it were to increase its stature within the university hierarchy, the department had to recruit and organize a group of professionals into an advisory board. These professionals, argued Bill, would serve as advisors, help identify resources, and serve as advocates. Oliphant said that, with the right mix of professionals, the department would have supporters in the professional community and it would have a stronger voice with the university's decision-makers. Oliphant argued that a professional program without professional input lacked credibility in both the professional and academic communities. According to Bill, professionals, whether justified or not, tended to look upon academics as slightly out of touch with the workplace. He also voiced his belief that college and university administrators tended to look upon journalism-mass communication educators as not quite real academics. Oliphant said journalism and mass communication departments were often caught in a twilight zone between the professional and academic worlds with a weak voice in both. Oliphant's belief was that the primary value of practicing professionals recruited to advise and to support the communication department was credibility – credibility within the professional community and credibility among university decision-makers.

Professionals tend to look upon academics as slightly out of touch with the workplace, and university administrators view mass communication educators as not quite real academics.

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A council of professional advisors can give a small communication program strength and credibility within two constituencies – the professional community and the university administration.

The department supported Oliphant's proposal to ask professionals to join an advisory board. The board would be charged with advising the department in its efforts to garner community support, to advise in the development of a curriculum, to play an advocate's role with the university administration, and to assist the department in its bid to become accredited. Within a month, a council was recruited and organized. The new group included representatives from the two Chattanooga newspapers, several broadcast executives, a radio news director, and a long-time Chattanooga public relations practitioner, Frances Alexander. Frances was then the vice president for corporate relations with the Tennessee American Water Company. She was an experienced newspaper journalist, and she'd worked a stint in television promotions. She knew mass communication – from the newsroom, the boardroom and on the street. She knew Chattanooga and southeast Tennessee media, and she was passionate about education.

Frances had no formal academic training either as a journalist or as a public relations practitioner. In fact, she had no college degree. Her high school career had ended when, as a 17-year-old, she dropped out to get married and as she said, "to have my babies." It was several years after her first child that she completed a high school Graduate Equivalency Diploma (GED). Frances later enrolled in several college courses, but her college studies ended because of family demands and financial pressures. In spite of, or perhaps, because of her own lack of formal training, Frances had a desire for education, for self-improvement, and she was an advocate for women in the mass communication professions. She was a self-made woman, and she was proud of her accomplishments.

Frances' presence on the department's new professional advisory board was felt from the first meeting. She was organized. She was goal driven, and she expected the same of those with whom she worked. She demanded to know goals, and she wanted to know the power of the board. She wanted to know what she could do and what her company could do to push or to pull the department to reach its goals – specifically meeting accrediting standards, and she said that we had to start the work immediately! Other members of the fledgling advisory council named Frances to be chair.

Frances announced that council members must possess at least two of the three characteristics of what she termed "appropriateness to serve." Frances called her appropriateness criteria the "three Ws of a good board member." She said those three Ws were wisdom, work and wealth. Frances said that, in her opinion, to be an effective member, one must have the experience and wisdom that comes from managing a department or company. She said a board member must be willing to work. In Frances' opinion, being a member of any board, but especially as a member of our department's advisory council, one had to be willing to expend energy if the department was to reach its goals. She believed, too, that wealth – either personal or corporate – was a critical factor in member effectiveness. Frances said that a board member did not have to have all three attributes – wisdom, work and wealth. However, she said a board member had to have at least two of the three. I've since discovered that the "three Ws of a good board member" were not original with Frances Alexander; nevertheless, she believed without hesitation in the requirement of at least two of the three.

Within a year of being named to the advisory council and becoming its chair, Alexander pushed to bring in a first group of accrediting consultants. She arranged visits for board members and the department head to two nearby accredited journalism-mass communication programs. She said it was important to "pick the brains" of people who had already been through the accrediting process. "No point in replowing an already plowed field," she said. Frances recruited a member of the city mayor's staff to the advisory council, and she brought onto the advisory council one of the city's leading architects as a management consultant. Frances organized and oversaw the agenda of the advisory council, and her company underwrote the council's regular meetings. She met monthly with the department head to review progress and to plan strategy.

Frances Alexander was a dynamic force. She refused to permit the advisory council to become a mere lunch group. In fact, she called early morning meetings so that all members could attend without calendar conflicts.

Each advisory professional should have at least two of the three Ws – wisdom, work, wealth. This can be considered "appropriateness criteria" for appointment.

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With the right mix of practicing professionals, the department will have supporters in the professional community and a stronger voice with the university's decision-makers.

The advisory council, under Frances' direction, divided itself into committees. Each committee took responsibility for several of the 12 accrediting standards. The committees researched the standard, researched the department's practices and records related to the standard, compared the department's practices with those of other accredited programs, and evaluated the department's management against the management techniques in the professional community. From their research, the committees developed a list of recommendations designed to insure that the department was in compliance with accrediting standards and with common practices in the communication professions. The committees worked to interpret the 12 accrediting standards in the context of training and educating students for the workplace.

As Bill Oliphant had predicted, the recommendations of the advisory council were received positively by the university administration, and the Chattanooga professional community responded positively to the activity within the department. One local television station began sponsoring an annual scholarship, and Frances' company, Tennessee American Water, also underwrote an annual scholarship.

Frances called for a second accrediting consultant visit. The consultant's recommendations coupled with strong support from the faculty and the advisory council resulted in an operating budget increase for the department of more than 25 percent, the addition of a new faculty position, and an upgrade of equipment.

The Accrediting Council in January 1996 sent UTC's first site team to visit. That first site report found the program to be in compliance on all of the accrediting standards. The team's recommendation was a huge accomplishment for the department. The faculty, as almost all faculties do, worked very hard; but had it not been for the drive, the vision and the support of the professional advisory council – and Frances Alexander – there is really no way of knowing if the program would have risen from what it was to what it became.

I learned a great deal about professional advisory boards from my friend, Frances Alexander. Perhaps the strongest lesson is that an effective advisory board must have at least one strong-willed person, a person excited about education, excited about journalism education, and a person with a vision. There can be only one Frances Alexander, but there are others similar to her in our professional communities. There are people with energy, imagination and a dedication to the future of our profession, and a belief in the value of journalism education.

In my view, an advisory board must have members with a vision for the program, and these people must be able to communicate their vision to the other members of the board, to the faculty, and to university administrators. I've learned, too, that Frances' formula for membership, "two of the three Ws" (wisdom, work, wealth), is a reasonable if not critical criteria for selecting board members.

There are other lessons learned from those first years of working with an advisory board. One is to have a definite term of office for board members. Our first board was appointed with no thought about length of service. We wore them out. Now, we ask a board member to serve for three years, and we are staggering the terms of service so that the board always has several experienced members. Frances served as our board chair for five years. I believe that she would still be serving, still demanding goals and still developing strategies had she not been overcome by cancer. Five-year terms for the board chair, however, probably are not realistic. On the other hand, a term longer than a year does give the chair an opportunity to implement and to oversee long-term projects.

The advisory council formed committees to assess the department's practices and records related to the 12 accrediting standards and developed a list of recommendations to insure compliance.

Also of importance to the success of an advisory board is for the department head and the chair of the board to communicate regularly. Our experience is the board works best when board members are able to create a bond with faculty and students.

When Frances came into my life and into the life of my department, I learned my best strategy as department head was to encourage our advisory council members to contribute and to work. I also learned that, to be effective, I had to pay attention to recommendations from the council. I also learned to get out of their way when council members were on a roll. Frances Alexander was always on a roll. She often told me that her secret was to figure out what to do, then just do it.

I also learned from her that, for small communication programs like mine, a council of professional advisors can be a strength. As Bill Oliphant told us many years before, a council can give a program credibility and strength within two constituencies – the professional community and the university administration.

Two years before Frances Alexander died, the university recognized her contributions to the university and to the Communication Department by naming her an honorary alumnus – one of only three in the history of the institution. She was also inducted into UTC's top honor society, "Alpha." Frances died in January 2001, two weeks before UTC's second accrediting visit. That second visit was successful, too. I am certain that success was due to the foundation of credibility and strength engineered by a talented, determined woman and the council she led for five years. I miss Frances, and I continue to search for a person with her energy, her imagination, and her dedication.

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THE DIFFERENCE IN performance, reputation, ranking

an e-survey of alumni publications

EDWARD MULLINS • MARGOT O. LAMME
University of Alabama

ALUMNI PUBLICATIONS CAN HELP OR HURT A SCHOOL. Intentionally or unintentionally, they are part of the branding process. More importantly, they can influence behavior that affects a program's further development, alumni linkage and funding support. It follows, then, that an alumni publication should have a number of clear objectives. Among them are documenting the depth and breadth of an academic program; presenting a balanced showcase of the work of faculty, staff, students and alumni; covering legitimate issues within the field; creating an accurate historical narrative of the unit; and, in general, producing a high-quality publication that reinforces the value of the program.

All of these are reasons to study the alumni publications produced by journalism and mass communication programs. The very elements that contribute to a publication's overall effectiveness are also the elements in which journalism programs should excel. In two articles (see companion piece by Terhune), we will summarize findings of an e-mail survey and underscore some principles that work.

We define a J/MC alumni publication as one that originates from a school with the primary purpose of establishing and maintaining relations with that school's external audiences, including alumni, benefactors and off-campus colleagues. However, it is clear that many of the same benefits derived externally might also be derived internally with on-campus colleagues, current students and higher administration.

Mullins is a professor and chair of the University of Alabama Department of Journalism.
Lamme is a doctoral student and former public relations professional.

We based our study on an e-mail survey sent to 40 schools selected to represent a range of sizes, regions and accreditation status. We received responses from 26 programs. For the most part, the respondents who answered all or most of the questions were the very large, prominent schools. Thus our results have a large-program bias. Rather than publish their own publications, the majority of small programs, those with fewer than 200 majors, told us that they depend on their campus-wide alumni publication for coverage of their news.

The average age of the publications in our sample was 10 years. The oldest, Iowa State's, has been around since 1941. The University of Maryland and the University of Florida have published theirs since 1962. Most are less than 20 years old.

FORMAT. The dominant format is tabloid newspaper or magapaper (a blend of newspaper and magazine). Fourteen of the 27 publications were received (26 schools, but 27 publications, because Columbia publishes two alumni publications) were tabloids or modified tabloids; seven were magazines; and four were newsletters. The number of pages varied from six to 130.

Only eight of the 27 used process color; nine employed spot color only; and 10 were all black and white. Cost of color was the principal reason for not using more color. However, one editor said a journalism program cannot afford not to use color in today's multi-color publishing world; further, full color used in small amounts typically adds no more than 10 percent to costs, he said.

The sample reflected very little originality in naming publications, with *The Phoenix* (Ball State) and *Communigator* (Florida) as exceptions. The two most commonly used names were "news" or "newsletter." (See chart for specific titles.)

FREQUENCY. Most schools (19) publish once or twice a year, though two schools produce small publications four times a year and two schools publish three times a year. One school, Maryland, which also publishes *American Journalism Review,* publishes its alumni magazine "every three or four years."

STAFFING. At most schools, students do most of the writing and shooting, while faculty or staff do most of the planning, editing and assigning. All three groups tend to do about equal amounts of pre-press production.

Two schools reported using volunteer or paid alumni to handle design. One school (Columbia) reported that their alumni do all production for one of its two alumni publications, with the school providing funding and administrative support.

PRE-PRESS. Twelve schools do all pre-press in-house; one takes everything outside; five do some inside and some outside; eight did not answer the question.

COSTS. Alumni publication costs are significant budget items for journalism and mass communication programs. Costs ranged from $450 to $22,000 an issue (the median was $6,000). Some schools cited their press run as being the most expensive component, while others cited postage, staff, or miscellaneous, such as phone bills, travel, paper, film. No respondent reported getting free press runs. This once standard means of holding down costs seems to have disappeared.

Characteristics of Selected J/MC Alumni Publications

School	Publication	Circulation*	Number per year	Web?
Alabama	*Communicator*	12,000	2	Yes
American	*AU Communication*	8,500	2	Yes
Arizona State	*ASU Journalist*	4,500	2	Yes
Ball State	*Phoenix*	5,000	2	Yes
Boston University	*Com Talk*	N/A	N/A	No
Cleveland State	*Multichannels*	N/A	N/A	Yes
Columbia	*Alumni Journal*	6,500	3	No
Columbia	*116th & Broadway*	7,000	5	Yes
Florida	*Communigator*	17,800	2	Yes
Florida A&M	*The Criterion*	1,500	2	No
Georgia	*Grady News*	N/A	N/A	No
Illinois	*Alumni News*	9,000	2	No
Iowa	*Iowa Journalist*	N/A	N/A	Yes
Iowa State	*Newsletter*	4,500	1	No
Kansas State	*Update*	7,200	2	Yes
LSU	*Galley West*	N/A	N/A	Yes
Maryland	*Journalism at Maryland*	10,000	**	Yes
Marshall	*AlumNews*	1,750	2	No
Michigan State	*Update*	***	***	Yes
North Carolina	*JAFA News*	1,800	2	No
Nebraska	*Alumni News*	5,000	2	Yes
Ohio University	*The Ohio Journalist*	6,500	4	Yes
Oregon	*Flash*	N/A	N/A	Yes
Penn State	*Communicator*	11,000	3	No
South Carolina	*InterCom*	6,700	4	No
Syracuse	*Newhouse Network*	15,000	2	No
Texas A&M	*Byline*	N/A	N/A	No

* Circulation mean: 5,838; media: 4,900
** Every three or four years
*** Web only

DISCUSSION

In response to our request for samples, we received an astonishing range of publications. In addition to alumni publications, we received scholarly journals; in-house newsletters; daily or weekly community newspapers; specialized publications; special reports; a national journalism review, flyers; controlled-circulation magazines, recruitment brochures; and even monographs, speeches and records of proceedings. A few schools also told us about broadcast, cable, online and documentary content they produce for a variety of audiences.

Though these media were beyond the scope of our study, they do reveal that journalism schools have become major media centers, allocating a great deal of time, effort and resources to publishing and broadcasting. Reasons for these publications are as varied as the publications. They range from promotion of a capital campaign to providing a lab experience for students.

This being the case, then, it seems that launching or revitalizing an alumni publication is a natural extension of a journalism school's role. In fact, we would argue that alumni publications are integral to a professional school's mission.

This was brought home to us through the comments of a foundation director who had recently seen the 25th anniversary edition of our alumni publication at Alabama. Don't underestimate the importance of these publications, he advised, because constituents make inferences about program quality based on what they see in them.

Because it is clear that alumni publications serve a promotional as well as journalistic purpose, we suggest that schools plan and design them with both roles in mind. Further, they may want to involve faculty from disciplines other than print journalism – for example, public relations and advertising. Alumni media, like journalism schools themselves, are hybrids and to fulfill their mission a variety of perspectives are needed. These perspectives can help not only in identifying publication objectives, something journalists traditionally are uncomfortable doing, but also in targeting audiences, as well as in helping to design strategic communication plans to meet objectives and measure effectiveness.

An alumni publication does not have to be expensive to be effective. Even a publication with a modest production format can be a powerful tool, if the content is carefully thought out, artfully illustrated, thoroughly researched, clearly written, and well edited and designed.

In a competitive environment, they can often mean the difference in a program's overall performance, reputation and ranking.

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EDITING AN EFFECTIVE ALUMNI PUBLICATION

five guiding principles

JAMES L. TERHUNE
University of Florida

WHEN I BECAME ASSOCIATE DEAN of the College of Journalism and Communications in 1982, one of my first requests – believe it or not – was to edit the alumni newsletter, the *Communigator.* The newsletter had ebbed and flowed over the years, moving from one unwilling editor to another, sometimes using the talents of students. The pattern and look of the publication were irregular; so was the quality. In my new position, I had good access to the information, and perhaps more importantly, to the funds that could make a newsletter attractive and readable. I brought to the task one other essential ingredient: a passion for it. I recognized that such a publication could be a good investment for the college. It sets the agenda, tells others what you're accomplishing and provides a historical record.

At the outset, the *Communigator* was a 16-page magapaper inspired by the design of an IABC newsletter and produced with the help of several colleagues on the faculty. Now, 17 years later, I'm still working with two of them. They get no pay, but they do have *Communigator* nameplates on their desks. We enjoy frequent free lunches. Our names appear in the masthead. And I try to write letters of appreciation to them after each issue – and send a copy to their bosses. I've had two bosses in this period who have appreciated the newsletter – and told us so. (Just coincidentally they were both named Freedom Forum Journalism Administrators of the Year.)

Mullins is a professor and senior associate dean in the University of Florida College of Journalism and Communications.

Here are five of my guiding principles to editing an effective alumni publication.

1 Make it exciting and readable. I jokingly refer to the *Communigator* as "the *USA Today* of alumni newsletters." The stories are short (250 words or less), the photos are interesting (I try to avoid "grin and bear it" award photos), and the publication is colorful. It's intended to be "warm and fuzzy," to draw readers in. In any given issue, you might find sports and entertainment celebrities (alumnus Bob Vila or Heisman winner Danny Wuerffel), animals (even a Georgia Bulldog!) or new babies of faculty members. We request information from alumni – and read their notes carefully; they are a source of some great story ideas. It's a rare day, too, when a faculty member doesn't bring me information about a graduate or a story idea.

2 Include lots of names. People like to see their own names in print. We often mention 250 or more alumni, students and faculty in an issue. But we have a longstanding tradition that no one's picture appears more than once in any issue, even the dean's. (Although, sometimes, you have to break the rules!)

3 Focus on news. I'm strongly committed to keeping opinion content to a minimum. The accomplishments of our faculty, students and alumni make a much stronger editorial statement than any opinion piece. However, they can't simply tell me how great their program is; they have to show me the record and let me judge. The selection of stories is itself an editorial judgment.

4 Create a historical record. In the fall we include lists of faculty (sometimes pictorial); student organization leaders; research and creative activity in the past year; scholarship winners; and advisory council members. In the spring we run a list of alumni we've honored over the years; donors to the college; speakers during the academic year; and student, faculty and alumni award winners. This information comes in handy at accreditation report writing time. Use your school's history for story ideas as well: anniversaries, old photos and key retired faculty often provide good subjects for stories.

5 Consider the newsletter an investment. A department, school or college cannot afford to publish a newsletter that reflects poorly on the program. Each of our biannual issues has a circulation of 18,000 and costs about $15,000. We also put the *Communigator* on the Web (www.jou.ufl.edu) in the expectation that it will reach an even wider audience.

Have we made mistakes? Of course. My most vivid memory was when we published a list of deceased alumni of our college (provided by the university alumni association). I received four letters from people assuring me they were not dead after all. In fact, just recently the alumni association circulated their weekly list of "deceased alumni and friends" – and guess what? I was on it.

Editing an alumni newsletter is fun; it's a rewarding creative task that pays big dividends for the program. That's why I keep doing it.

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Public Relations Spanning Within Interdisciplinary, Service-Learning and Multicultural Milieus

BONITA DOSTAL NEFF
Valparaiso (Indiana) University

This paper was written for a panel
for the AEJMC-ASJMC Committee on Alliance,
AEJMC Conference, Grand Hyatt Hotel, Washington, D.C.,
August 4-8, 2001.

ABSTRACT

The usual alliance one thinks of between academia and practitioners is in the realm of internships. Yet, even recent research demonstrates only half of the 178 schools reviewed had a required internship. So not all schools offer these official opportunities to boundary span outside of the educational institution.

Linking public relations to clients in the community is a more unique experience between academia and the field. Public relations students, particularly, become more sensitive to the concept of an organization and to the basic nature of organizations. Other challenges often enter when interdisciplinary and multicultural aspects are additional characteristics of the experience. Working within a service-learning arrangement can provide insights into how public relations works within our society to support different causes. This rich mix in the boundary-spanning effort emphasizes the potential for public relations to assume a greater leadership role. However, there remains much work toward building these opportunities for both students and members of the profession.

DEVELOPING RELATIONSHIPS between the academy and the profession in the area of research, service-learning, and perhaps in other capacities should be encouraged and supported by the academic, professional, and other groups/organizations with a vested interest. Some of the venues for this exchange are officially established and include:

- internships
- co-ops
- independent study
- study abroad
- study within special areas of the United States
- professional student chapter arrangements

Essentially, these are student-oriented opportunities mentioned initially. Other alliances are available to faculty and professionals and this is equally needed. I proposed such an exchange in *The Strategist,* noting "The Myth of the Teacher-Practitioner Connection" (Neff & Fitch-Hauser, 43-45). Here are the challenges we set forth in our article:

Myth #1: *Seamless Transition*

Academics are always faced with growing challenges of what must be taught. Still the transition needs a support system cooperating from both sides. What is proposed here is going beyond the typical internship/co-op to include and exchange on all levels, particularly the professional level. A two-way exchange among professionals is the spirit of this endeavor.

Myth #2: *Internship for All*

With only 50 percent of the programs of the 178 public relations programs surveyed having public relations internship possibilities, the situation looks bleak from a one-way exchange perspective. Furthermore, at this moment, a major global public relations firm is reexamining their internship program to see if such a program is needed. This all comes at a time when the number of public relations graduates is exploding. The internship opportunities are less available on the graduate level. Our institution at Valparaiso University requires one internship (co-op if you are an advanced student) and recommends at least three applied experiences.

Myth #3: ***All Instructors Qualified***

With the high number of adjuncts in public relations, the students' access to the true academic professional needs to be addressed. While master degree programs are increasing, the doctorate programs in public relations remain few and with little hope of a significant increase. The retraining of other majors into the field of public relations is another entire topic. The jobs are growing in public relations and becoming tighter in many other fields. The danger of those not qualified to teach public relations but having a doctorate in another field remains a constant problem.

Myth #4: ***Public Relations Found Only in PRSSA***

The PRSSA chapters are growing stronger in numbers and quality of experience. But a number of schools have public relations programs with no PRSSA chapter. Some have other chapter affiliations such as the Association for Women in Communication. There needs to be more alliances among these groups to assure there is the maximum connection among those being trained for the profession. Perhaps explore why some programs do not support any student chapter.

Myth #5: ***Professional Tension Is Bad***

The joint academic/professional commission document on undergraduate and graduate public relations curriculum (a three-year project) resolved this issue on one level. Yet, it is important to note that the tension should be welcomed as newer insights and new theory are developed. Change is so important to this field and retraining critical. This balancing act will be with us forever – and welcome this tension!

Myth #6: ***Only Accredited Departments Produce Quality Students***

There is both accreditation and certification of public relations programs. This dichotomy suggests the divide within the academic community as well as the professional community. Why are there two systems (more when you look at other approaches)? Because the accreditation program does not cover all programs in public relations (an explicitly stated policy), and the other program (certification) covers those not qualified for accreditation. And then, because there is a belief public relations receives short-shift with accreditation (favors journalism and just sweeps public relations without the same rigorous requirements), certification assures the public relations standards are met, too. One can see all sorts of needed alliances that have not been successful for years.

THERE WERE TWO RESPONSES TO OUR ARTICLE – a full page dedicated to a "pro and con" view of the divide.

The first mistake the "con" respondent made was to assume the authors were strictly academics. As president of Public Communication Consultants, I have handled clients in education, health, communication and government. Plus my work has required joint cooperation with multicultural public relations firms. My co-author has trained Chamber of Commerce groups all over the nation for years, and many other groups, too. We speak from both sides of the profession. Perhaps we are unique (rather doubt that) but, nevertheless, we do reflect both sides of the profession.

The first "pro" response argued for the adjunct who just wants to teach and not talk about "tenure track, textbooks, and academic policy." His point being that retired practitioners "attract students" and "publicity." He goes on to say he has "never had a course in public relations" but does have a "Ph.D. in economic history." What is interesting is the person criticizing taught in a business school and hired these adjuncts to "liven" up the classroom. He noted, "MBA students learn indelibly from such tested, thoughtful, and intelligent people" (Pindsorf, 40). Of course, our reaction is – how rare this is to have the business school to be so involved in public relations. This hardly reflects the reality of the situation. Pindsorf concluded that plain language needs to be spoken and the two just need to "get along." This also brings to question what Pindsorf means by public relations. My review of public relations courses in business schools has revealed very little other than a course on "image" (Neff, 1987, 170).

Huey (supposedly taking the "con" position) in his support position feels the academics are too buried in publish or perish mentality. The tenure system locks out the practitioners who will never be part of the "gang." Furthermore, the practitioners look at distrust with the academic programs in public relations preferring to hire those from other majors and then retraining them in their own way. He feels "experienced practitioners need to go into the classrooms" and improve public relations education. He further feels that "management consulting firms, advertising agencies, and integrated marketing communication firms will start to assume the strategic management and tactical execution roles long considered the province of public relations." He actually believes that, if we don't solve the problem, "the marketplace will solve it for us…" (Huey, 40). In a sense, Huey argues for the exchange but blames the academic climate for making this situation impossible. What view is missing, you may ask? There is the little response from the professionals in the field about inviting academics into their venue. This is a rare exchange. Everyone can point to the endless adjuncts in the classroom, but where can you site academics working in the field? A very rare case indeed. And notice how the dialogue has moved away from the student to the professional.

What is so incredibly clear is the academic is not seen as a potential leader or the person to look to for leadership. This dialogue may have been permissible before the Commission on Undergraduate and Graduate Public Relations Curriculum was published perhaps. Now this joint practitioner and academic three-year project strongly suggests a partnership is possible. Perhaps there is more of a sense of the commitment from the academics with this major step of cooperation in the field. Whatever direction this process takes, it must be a two-way street. Academics need to protect the integrity of the academic life to assure that quality standards are met and that new knowledge is created. Practitioners need to be allowed to contribute in a way they feel significant and welcomed. Both have much to give. If academics working in the practitioner role need to meet with the standards of the organization, the practitioners need to adhere and to abide by the standards in the academic arena. Not everyone can work on these levels, but more of an exchange is welcomed.

But the debate did not end there. In another issue of *The Strategist,* Dr. Candace White from the University of Tennessee offered her bridging effort that resulted in a long-last alliance between school and agency. It must be noted this is a rare situation and the highlights explain some of the dynamics of this debate.

1. An alliance was established: The working exchange involved the professor working at an agency while two practitioners taught a class to "give the students experience in research, strategic thinking, planning, and presentation of a proposal to a client" as in the real world (White, 40).

2. Established practitioners "reinforced" academic learning. "When advice comes from a practitioner in the 'real world,' the students' eyes light up and they take notes as if their future success depends on it. Never mind that the 'hot tip' was fully discussed in previous lectures based on a chapter in the textbook and covered in the last exam."

3. Ended course with an in-depth visit to the agency – not just a tour.

4. Results for students: High esteem for the agency, seeking internships from the agency.

Results for practitioners: To get out of the "day-to-day pressure" and see the eager eyes of a bunch of bright, energetic young people. You definitely come back from an encounter like that with a renewed vigor and an awakened perspective" (Ibid).

Results for the academic: Reassurance there is a high degree of congruence between the skills used in the practice of public relations and what we teach in the classroom.

The latter point is most often missing in most reports – the

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The leaders of public relations today grew up in a period
when there were not formally developed programs in public relations.

The "do it" philosophy that is often passed down
is simply a reflection of a time of life when there was nothing else.

What education is doing is making public relations less of a "hit-or-miss" proposition
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academic receives gratification that s/he is indeed supporting the practices in the field. So if we have models that prove such alliances work, then let the relationships begin. Both sides will feel better about their contribution and the students will have the greatest benefit of all – they see the value of their potential on both sides of the fence and their transition to the profession is more likely assured.

THREE YEARS LATER. Curious about Candace White's experience in terms of long-term effort and results, I interviewed her by telephone (Sunday, July 28, 2001). As I had thought, her program exchange was a one-time summer effort. But here are the details of the outcomes.

1. Confirmed the special professional exchange was a one-time summer experience. Professor White stated it would be nearly impossible to pull off professionals in an ongoing effort. In fact, conducting this exchange during the summer is probably the most likely time for this to be possible.

2. The impact on the relationship between the agency and the university is great. (a) An internship program was established; (b) added was a one-year associates opportunity where students can work for a year but are not guaranteed employment; and (c) the agency gained new respect for the public relations program at Tennessee.

3. The downside in this case was the work for the professor was doubled. Besides reporting to her job at the agency, she had to help the practitioners design a syllabus, ask them to discuss with her what they would be presenting in the class (assured the material was covered), made certain their war stories had a point and were relevant, made certain they understood the readings that had to be covered, and essentially coordinated their class activities. Essentially, her role was like supervising a student teacher (none of this was detailed in the article).

4. The rewarding part for the professor was the affirmation her teaching in the classroom was, indeed, relevant (no need to hire students outside of public relations from this program). Candace White's self-esteem and confidence were enhanced by the knowledge her public relations program was meeting the needs of the workplace. Probably what must also be noted is the leaders of public relations today grew up in a period when there were not formally developed programs in public relations. The "do it" philosophy that is often passed down is simply a reflection of a time of life when there was nothing else. What education is doing is making public relations less of a "hit-or-miss" proposition and preparing young professionals to assume responsibilities on a more challenging level with skills in place to continue learning beyond their own experience. The final personal reward was being offered a mid-level position in the firm. It was an offer Professor White declined, but the offer was further confirmation of her contribution to the public relations practice.

SO THE DECISION TO MOVE TOWARD MORE ALLIANCES can have substantial rewards and long-term positive consequences. The impact this has on changing perceptions in the field about academia may be one of the more important aspects. This alone could have incredible implications but obviously must be translated into concrete support – establishment of internship/co-op/associate programs, opportunities for academics to experience the profession in the field, and more commitment from the practitioners to learn about the academic standards and expectations, especially as the practitioners see the quality of work within the academic arena. The joint work of the Commission on Undergraduate and Graduate Public Relations Curriculum is definitely a major focus for both academics and practitioners in public relations for many years to come (Commission, 2000).

Between Professionals: *The Research Connection*

In spring 1988, the *Journal of Applied Communication Research* published a special issue on "values in health communication." The particular articles focused on "a social science perspective," "experiential ethics," "communication and values," "locating health communication" and "a literary perspective." The journal's policy at this time was to publish "articles focusing on questions and problems regarding pragmatic social phenomena addressed through the analysis of human communication." It is the intent of the Publication Board that the articles "not be characterized by any particular context, setting, methodology, epistemology, or conclusions." The journal was published at the University of South Florida at this time. The inaugural year (1991) of the journal becoming the official publication of the Speech Communication Association (now NCA, the National Communication Association) was considered to be a "significant step forward in moving communication scholarship beyond the boundaries of our own campuses and into the mainstream of contemporary society, where our research efforts can contribute to the public good" (University of Utah, 1991).

At this point I was on the journal's advisory board for JACR. The first national association issue focused on consulting from an organizational research point of view, discussed the role of the postmodern perspective, examined the applied communication research "as the scholarship that can make a difference," and published an explicit application to "managing sexual harassment in organizations."

William Eadie, editor of the journal at this time, challenged the leading scholars to create an agenda. The results somewhat surprised the editor as one consistent theme focused on the "relationships between research and application primarily through consulting" (Eadie, v). Yet, Gary Kreps questioned this dominant theme and offered a number of talking points – the misconception of this connection.

Kreps counters four misconceptions about applied research (Kreps, 76-78):

1. Applied communication research is not grounded in theory.
2. Applied communication research is conducted only in field settings.
3. Applied communication research is a form of consultation.
4. Applied communication research is tied to using the survey method.
5. Applied communication research is a form of organizational communication research.

These points open up the dialogue and particularly emphasize that "applied researchers are ideally positioned to exert simultaneous influence on practitioners and researchers" (Weick and Browning, 11). However, it is viewed that, like those in physics and chemistry, our scientists must not "lack the courage to say 'that's not knowledge'" (Weick and Browning, 12). In fact, the rigor brought to the field of communication may be in a different domain – for example, "the glue that holds them together may be a feeling rather than cognition and rational design" (Weick and Browning, 12). "Listen for feelings and watch for ephemeral organizations" (Weick and Browning, 12). The authors do offer some guidelines to this process that they call four components of an application researcher's mindset. "Descriptive relevance, outcomes or goals, operational validity (variables in the theory can be controlled by practitioners), nonobviousness or exceed the complexity of the commonsense theories that practitioners already use" (Weick and Browning, 4-5). These points on misconception and descriptive relevance at least offer some framework for further discussion for the dialogue on "how to develop relationships between the academy and the profession" (Wilson, March 14, 2001).

So the other alliance possibilities are with non-public relations organizations and the examples here include public broadcasting, restaurants, rapid transportation, the arts, corporate and government. In each, the client will be described, the action taken, and the results will be discussed. In all cases, students were in charge of the project and no professionals were involved other than their academic mentors. These were all class projects.

Public Broadcasting

The only public broadcasting station in Northwest Indiana was desperate to find out how they were doing. They knew their subscriber list was a mix of Indiana and Illinois. But the number of nonsubscribers who were viewing their channel was not known. There was a sense the subscribers were older and liked Lawrence Welk and sports, but beyond that, was there really an audience out

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there for their programming that was not entirely a PBS-supplied program.

With few funds, the board turned to the university for help. My public relations classes conducted telephone interviews of both randomly selected subscribers and nonsubscribers. Total sample of 473 respondents (274 subscriber and 199 comparison sample) ranged from age 18 to above age 76. The analysis was further divided into Indiana/Illinois and male/female categories. The most significant area of response was for news with local news leading for both samples regardless of state residence and with females responding twice as frequently as males in Indiana. To our surprise, the station could not afford to subscribe to the Nielsen ratings. Consequently, the class contacted the Nielsen organization and further negotiations resulted in a copy of the ratings for research purposes. And the Nielsen results supported our findings with 1 share (compared to 3 shares for WTTW at the same time). Thus, the news did make a significant mark on the ratings and answered the question whether the news program should stay. However, after the presentation to the board (temporary executive director at the time), the next executive director could not have cared less about data and research. After a two-hour discussion with the newcomer, there was no further contact for a couple of years. Then one day when I was calling the station for another reason, the new executive director answered and was very enthusiastic about the data and wanted to review the results. The new director was seriously thinking about abandoning the news program (during the study, the local PBS was the only PBS local news program in the nation) and put his money elsewhere. He was surprised to see the data document such a following. However, the arrangement did not work out and then there was new enthusiasm to continue programming with a new news program with more resources and support. This has turned out to be a very significant decision. So one can never give up on the research results and the potential impact on decisions down the road.

Restaurant: Billy Jacks

This project had the benefit of a double alliance: a local gourmet restaurant and the business classes at our university (worked with at least three business professors). Public relations and the business classes were quite equally divided with 50 students enrolled in their course sections. the understanding was public relations would do the public relations effort and the business students would make recommendations on the business end (create a database of consumers, set up business contacts, etc.). The public relations students visited the restaurant site as customers and as class project members. Interviewing the owner, who was also the chef, was very complex. Both short and long-term recommendations were made. The business and public relations classes were located in the same building at the same time of day and could visit each other's classes. There were some interesting dynamics. The most important was the attitude of the business students in sharing data. This never happened unless the public relations students asked for the data. This was a good learning experience in working with the business side.

The public relations students developed strategies around the location of the restaurant (in a strip mall across from K-Mart), the appearance of the building itself, the publicity (billboards and van murals), the ambiance inside, and the treatment of customers. The food was sampled and one-on-one interviews concerned different aspects of the business. Although the public relations students designed menus, new ads and ideas for relating to other businesses, the owner was simply difficult to contact because he wore so many hats in the business.

The final presentation was a rich overlay of many perspectives on the business. However, the project stopped at this point and no follow-up was conducted. At this point, the restaurant is still considered one of the better places to eat with creative food choices, but it is still located in the unseemly site. In redeveloping areas of the city, it has been suggested at a joint town-gown meeting, that the restaurant be moved closer to the university campus. Billy Jacks is viewed as an asset to the community but still not positioned quite where it should be.

Working with the business school was fascinating in terms of the kinds of students involved in this area. It certainly taught the public relations students to be more aggressive. The students in public relations became so much more aware of the demand on interpersonal skills and the need for cultivating relationships. Working on deadlines with another group that was conducting pieces of the effort provided many moments of interesting exchanges.

Rapid Transportation

The Communication Department's program offers computer graphics courses and this was the primary interest for the Rapid Transportation organization. Actually a business professor on the rapid transit committee was the liaison and contact for this effort. When the head of the organization attended the first meeting with the business professor, it was decided to allow the students to come up with their creative ideas for a logo and layout for the effort. Nothing beyond that was requested. The graphics created were utilized and very appreciated. The students had a new piece for their portfolio, and the winners, of course, had the success of their efforts rewarded.

Arts: Festival of Voices

The Festival of Voices is in its fifth year as a service-learning project for the introductory classes in public relations. An alliance with the Christian Action Coalition that sponsors a homeless shelter, the effort is to raise funds through ads, production of a community vocal concert, and in-kind donations. The students discover quickly the homeless in this area are young mothers with young children – often misperceived as those who are begging on the streets. So the students need much orientation to understand the nature of the problem and the client they will be serving.

The skills are many and include fundraising (ads and contacting groups for donations); contacting, communicating with and managing artistic talent, often in large groups; all promotions, marketing (including ticket sales), publication of a program, and the production of the Festival of Voices.

The students need to update fact sheets, contact both the print and broadcast media, and develop PSAs, within a two-month period. A special manual is developed each year by the co-chairs from the previous year and distributed to all the students as part of their text. Students often do not realize the value of this effort until they are interviewing for their internship and/or first job and most of the questions are asked about FOV. Fortunately, they have much to show and say about this project and have contributed to many successful interviews. Students keep weekly journals and analyses of these journals, meet in teams and provide team reports, and have written assignments about progress (electronically mailed to everyone in class). For coordination ease, the entire class is also registered on the class software – Prometheus.

Corporate: McDonald's

A former student employed by McDonald's needed to have research conducted and thought of the public relations classes. The "secret buyers" research of products was coordinated with Leo Burnett's research division and was estimated to have cost them at least $76,000 to complete. The students were paid in food coupons and given money to buy the food for shopping. There was a survey that was completed after each experience (both in-house and drive-through options). The students designed the survey (approved by McDonald's) and conducted the analysis of the data. The findings applied to several franchises throughout Northwest Indiana. The students found this research to be very demanding. Certain times of the day had to be covered, transportation had to be provided for some sites, and all the data recording was rather new to them. Again, the experience was appreciated more when the students were interviewing for internships and/or jobs.

Government: AmeriFlora '92

Since this class was developed especially for the AmeriFlora '92 experience, the students devoted full time to the effort. The project included a stay in Columbus, Ohio, working on-site at AmeriFlora and at the Ohio State Archives Center. The results came from a wide range of data. The students analyzed large books of clippings and PSAs from public relations firms. The students further experienced a guided tour by one of the heads of AmeriFlora and interviewed

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The topics for these students are often going beyond the research spectrum and include such efforts as a service-learning component.

These experiences are more of a two-way exchange between the academic and field side and thus profit from a more ongoing complex relationship. . . .

The students found this research to be very demanding. . . .

The experience was appreciated more when the students were interviewing for internships and/or jobs.

Working with the business school was fascinating.

Students in public relations became so much more aware of the demand on interpersonal skills and the need for cultivating relationships.

Working on deadlines with another group provided many moments of interesting exchanges.

several of the key people involved in the project. The students created several survey documents for researching the columbus audience and different organizations involved in the project. The results were presented at an International Communication Conference in Australia and copies of a special videotape on the project's conclusions were given the Columbus City Council. The complex diversity issues and the community relations issues were an awesome experience for these students. This remains a classic case study in communication.

So the topics for these students are often going beyond the research spectrum and include such efforts as a service-learning component. These experiences are more of a two-way exchange between the academic and field side and thus profit from a more ongoing complex relationship.

Where does the impetus come from beyond the usual applied opportunities?

For me, teaching public relations brings the concept of experiential learning and the research perspectives to the forefront. So this orientation has led to a number of opportunities beyond those mentioned above. These contacts include (a) requests from organizations that could not afford to do research (i.e., nonprofits); (b) former students who are in the position of needing research support in their current jobs; (c) faculty who know my area of expertise and are involved in a similar area (this has led to a variety of opportunities with the business college; and (d) faculty workshops where particular ideas are stressed, like service-learning, and the partnering effort is encouraged (sometimes with grant money).

Obviously, one could simply say "no" and go on teaching without ever entering into the relationships between the "academy" and the "profession" beyond the official internships, etc. However, there seem to be benefits that suggest there may be great value to developing these other alliances. These benefits relate to research and experiential learning.

Research related –

1. Students realize the importance of rigor when conducting research. The extra effort needed to assure a sample is good, for example. The rechecking of efforts to assure quality control. Working under "real" deadlines. Noting the results will be presented to a group of people, possibly the board of directors for the organization. This is in addition to the procedures that need to be established and followed to assure everyone follows the right approach. This could be as simple as recording the number of people who refuse to answer your survey. Such lack of information can be as valuable to interpreting the results of the research project as the data obtained.

2. Students realize there are different methods for obtaining data. The students may experience that interpersonal skills are very important to the data-gathering process.

3. Students learn how to analyze and interpret their results for a client. The presentation of the results requires public communication skills, confidence in the data, and preparation of the material, including PowerPoint in most cases. Most of all, it is important to realize the importance of the data to the organization, too.

Exprientially related –

1. Students learn to work in teams.
2. Students learn to work on deadlines involving outside groups throughout the experience.
3. Students learn how to contact professionals for information.
4. Students learn how to budget.
5. Students learn how to produce camera-ready professional publications.
6. Students learn how to work under production standards.
7. Students learn to work with students from other disciplines (arts/business).
8. Students practice their communication skills.
9. Students learn to work under crisis conditions.

For a student to be competitive, one has to make the book knowledge come alive. Students are expected to come with verbal skills, interpersonal skills, team skills and public presentation skills. It seems like the applied lends itself to addressing these needs. The simple act of contacting someone in a professional manner can be a very critical skill for future employment. Or the confidence to talk to a leader in the field – that, too, can be a sign of confidence to work in the profession.

Often grant opportunities fit well with the boundary-spanning idea. Grant monies for working with community groups are frequently encouraged. This outside support also provides budget experience for the students as well as an opportunity to develop grant-writing skills. There is also a potential for developing unique models to be studied by other organizations having similar needs. Such results can be a major incentive for both the students/faculty and the organization pursuing these kinds of projects.

At this time in our cultural development, it is so important to have the students involved in community relations, particularly service-learning projects. So the possibility of impacting a student's life factors heavily in the decision to work beyond the walls of the classroom and beyond the narrow confines of "official" roles. The partnering of professionals with the students can provide one of the more effective teaching approaches for the discipline of public relations.

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Alliances Play a Role in Evaluating Academic Programs in Journalism and Mass Communication

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THE PURPOSE OF THIS PAPER is to describe how one school of mass communication used alliances in the mass communication community in evaluating the academic program. For units preparing for the periodic review by the Accrediting Council on Education in Journalism and Mass Communications, this self-study might serve as a prototype for the review of news-editorial, broadcast, public relations, advertising, and other mass communication programs. It is presented here as a means of simplifying an often tedious review.

Fall semester, 2000, marked the beginning of a self-study of the advertising curriculum in the Manship School of Mass Communication at Louisiana State University. This self-study was guided in part by the ACEJMC Curriculum standard[1] and ACEJMC's position on participation by practitioners in the evaluation process: "...although the academic community must firmly control academic policies and programs, the accrediting process provides a means by which practitioners have a voice in evaluating the teaching of professional practice. They also can participate in the wider effort of the academic community to formulate educational standards."[2] This study emphasized curriculum questions and involvement of practitioners at the national and local levels.

1. 3.Curriculum. "The unit must teach students to communicate in a diverse and democratic society. This requirement calls for a balance between courses in journalism and mass communications and courses in other disciplines, primarily in the liberal arts and sciences. Balance also should be provided between professional skills courses and theoretical and conceptual courses." Accrediting Council on Education in Journalism and Mass Communications, *Journalism and Mass Communications Accreditation, 2000-2001,* p. 44.

2. *Ibid,* p. 44.

This study differed from typical studies conducted to review and evaluate programs. It did not utilize the American College Testing (ACT) College Outcome Measures Project (COMP) exam or other performance indicators to measure student achievement.[3] Instead, it placed emphasis on perceptions of what constitutes a strong program: perceptions by national samples of educators and advertising professionals, employer perceptions of how well interns from the school are prepared for work, and graduate perceptions of the overall value of their education. These components can supplement a broader study by introducing a strengthened practitioner component, in accordance with the directives of ACEJMC.

In the Manship School, the review of the advertising program was a pilot study, in preparation for evaluation of other programs in the school.

The purposes of the study were to (1) compare the curriculum to curricula in other advertising programs housed in schools or colleges of journalism or mass communication; (2) estimate the degree of agreement in advertising educators' and advertising practitioners' perceptions of the components of a sound program; (3) survey graduates of the program, to assess the degree to which they believed the program prepared them for their work after college; and (4) survey members of the local advertising community, to assess the degree to which they believe the advertising program provides well-prepared graduates entering the advertising workforce.

The final report contained the following components:

1. A comparison of the Manship curriculum and curricula in 26 universities, most of which are major state universities;

2. A survey of academic members of the Advertising Division of the Association for Education in Journalism and Mass Communication and corporate members of the American Advertising Federation, one of the leading trade associations serving the advertising industry. The purpose of the survey was to compare the two groups' beliefs concerning the components of a sound advertising program. This component is responsive to the ACEJMC insistence that practitioners have a voice in evaluating academic programs.

3. See, for example, Astin, Alexander W. *Assessment For Excellence.* American Council on Education and the Onyx Press, 1993; Banta, Trudy W., Homer S. Fisher and C.W. Minkel, "Assessment of Institutional Effectiveness at the University of Tennessee, Knoxville," in Kogan, Maurice (ed.), *Evaluating Higher Education.* Organisation for Economic Co-operation and Development, 1989; and Nichols, James O., *Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook.* New York, NY: Agathon Press, 1989.

Evaluation of Programs in Advertising

1. Please evaluate the importance of the following general areas of study often required in typical communication- or journalism-centered advertising programs, using the five-point scale below.

	Very Important	Important	Somewhat Important	Unimportant	Very Unimportant
Advertising	___	___	___	___	___
Anthropology	___	___	___	___	___
Computer science	___	___	___	___	___
Economics	___	___	___	___	___
English composition	___	___	___	___	___
Foreign language	___	___	___	___	___
History	___	___	___	___	___
Journalism writing	___	___	___	___	___
Literature	___	___	___	___	___
Management	___	___	___	___	___
Marketing	___	___	___	___	___
Music	___	___	___	___	___
Natural science	___	___	___	___	___
Philosophy	___	___	___	___	___
Psychology	___	___	___	___	___
Sociology	___	___	___	___	___

2. Please evaluate the importance of specialized courses offered in typical communication- or journalism-centered advertising programs, using the five-point scale below.

	Very Important	Important	Somewhat Important	Unimportant	Very Unimportant
Principles of Advertising	___	___	___	___	___
Advertising copywriting	___	___	___	___	___
Advertising strategy	___	___	___	___	___
Advertising media planning	___	___	___	___	___
Advertising research	___	___	___	___	___
Consumer behavior	___	___	___	___	___
Creative design/layout	___	___	___	___	___
Advertising internship	___	___	___	___	___
Communication ethics/law	___	___	___	___	___
Advertising sales	___	___	___	___	___
Promotions	___	___	___	___	___
Retail advertising	___	___	___	___	___
Interactive advertising	___	___	___	___	___
Integrated marketing communication	___	___	___	___	___
International advertising	___	___	___	___	___

School of Mass Communication Program Evaluation

Now that several years have passed since you completed your academic career, the faculty would like to know your opinion of the advertising courses that you took. Some of those courses inevitably had greater bearing on your personal career than others, yet we hope that they were all important to you in some way. Listed below are all of the required advertising courses that you took. For each one, please indicate the degree to which you consider them to have been important to your *liberal arts academic career,* including those which may not have had a direct bearing on your career choice.

	Very Important 5	4	3	2	Not Very Important 1
MC 2020 Intro to PR and Adv.	___	___	___	___	___
MC 3031 Advertising Copywriting	___	___	___	___	___
MC 3038 Advertising Research	___	___	___	___	___
MC 4034 Advertising Media	___	___	___	___	___
MC 4036 Advertising Campaigns	___	___	___	___	___

Would you say that your current position is in the field of advertising? ___yes ___no

If your answer above was "yes," how well would you say the courses in your area of concentration prepared you for your position?

Very Well 5	4	3	2	Not Very Well 1
___	___	___	___	___

If you had an internship, where was it?___________________________________

How valuable do you think your internship was?

Very Valuable 5	4	3	2	Not Very Valuable 1
___	___	___	___	___

Thinking over the time you were studying advertising, please indicate your general degree of agreement or disagreement with the following statements:

	Agree 5	4	3	2	Disagree 1
Faculty members seemed knowledgeable about their subject matter.	___	___	___	___	___
The courses I took prepared me with sufficient skills to enter my chosen field.	___	___	___	___	___
Faculty members created a stimulating learning environment.	___	___	___	___	___
Faculty members made me aware of the practical applications of what I learned in the classroom.	___	___	___	___	___
I place a high value on the advertising education I received.	___	___	___	___	___

Are there any special strengths or weaknesses in the program that you would like for us to know about? We welcome your suggestions.

____

____

If you had the opportunity to meet with our current students, what advice would you give them regarding minors, extracurricular preparation for a career in mass communication, preparing a resume, successful techniques for landing their first job, and other matters?

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Your Experience with Manship Interns or Graduates

If you or your company have had at least one Manship intern, or have hired at least one graduate of the Manship program, please respond to these questions. If you have never had a Manship intern or graduate, please return the questionnaire in the envelope provided.

My most recent LSU advertising intern/graduate:	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. had a pretty good grasp of the advertising profession and what it entails.	___	___	___	___	___
2. had good communications skills and knowledge that should benefit her/him in a career.	___	___	___	___	___
3. was familiar with and knowledgeable about the latest technologies employed in the communications industry.	___	___	___	___	___
4. had a good work ethic and was enthusiastic about obtaining real world experience.	___	___	___	___	___
5. was well-informed about current events and seemed to have a broad-based knowledge of a number of subjects.	___	___	___	___	___
6. seemed to be pursuing the right course of study, given his/her skills and capabilities.	___	___	___	___	___
7. was able to apply what she/he learned in the Manship School to the real advertising situations in the workplace.	___	___	___	___	___

If you have any additional comments, please provide them on the other side of this sheet. Thank you for your help.

3. A survey of selected members of the Advertising Federation of Greater Baton Rouge, to learn their beliefs concerning the components of a sound advertising program. Their questionnaire consisted of the questionnaire that was sent to AEJMC Advertising Division members and the corporate members of AAF, a questionnaire addressing their experiences with student interns from the Manship School, and a questionnaire asking them to comment on the learning outcomes statements the advertising area developed for each of its required advertising courses. This component is also responsive to ACEJMC's insistence on the participation of practitioners.

The Process

At Louisiana State University, one person was assigned to conduct all but one part of the evaluation. One significant weakness of this process is that the person must sacrifice considerable time doing research that is unlikely to result in a refereed publication. The project would be relatively easy to execute if several faculty members assisted with individual sections.

If, in a given program, a single person is assigned the entire evaluation project, the following schedule may be useful. It assumes that the process begins early in the fall semester. If several persons are directing subsections, the schedule is unnecessary.

1. Evaluation of similar programs ....November 1
2. Mail survey of graduates who have been in the field for at least five years ....December 1
3. Mail survey of AEJMC division professors and practitioners in your national trade association..........January 1
4. Mail survey of area professionals in your area ....January 1
5. Final report..March 1

Comment

Conducting this study for the Manship School was a time-consuming exercise because one person designed the entire project and executed it nearly single-handedly. When it is repeated, probably two years hence, as part of the self-study preparatory to the next accreditation visit, it will be considerably easier to conduct, particularly if several persons take responsibility for various parts of the study.

In the Manship School, the journalism, public relations, and media management areas are now in the process of conducting similar studies of their curricula, using this model as the prototype. At the time of this writing, the plan is to draw practitioner samples from the leading trade organization in each field, such as the Public Relations Society of America, Radio and Television News Directors' Association, and Magazine Publishers Association, and the most appropriate local or state professional group. The educator samples will be drawn from the appropriate division of the Association for Education in Journalism and Mass Communication or a similar organization. Inevitably, changes in questionnaires and procedures will be necessary to suit the needs of different areas of study. Subsequently, revised and improved evaluation instruments will again be applied to the advertising area, in preparation for the ensuing accreditation assessment.

(30)

Alumni Information and Salary Survey

Name: <Salutation> <First Name> <Middle/Maiden> <Last Name> <Suffix>

Name after graduation, if different:________________________________

Work Phone: <Work Phone>

Work telephone, if different:____________________________________

Home Phone: <Home Phone>

Home telephone, if different:____________________________________

FAX: <Fax Phone>

FAX, if different:____

Name of Business: <Company>

Name of Business, if different:__________________________________

Business Address:____

E-mail Addresses: Home________________ Business:________________

Current Job Title and Description of Job:

____

____

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____

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____

Please list special recognitions, assignments or other activities you would like the school to know about:

____

____

____

____

____

____

____

Your approximate annual salary for your first job out of LSU: $____________
(This is not for publication! It will enable us to give prospective graduates an idea of the salary they can expect upon graduation.)

Your approximate annual salary currently: $____________
(This is not for publication!)

In the Manship School of Mass Communication, students emphasizing advertising in their programs take courses in advertising copywriting and design, advertising media planning, and advertising campaigns. Beginning in fall 2001, they will also take a course in advertising problems – an advertising management course taught by the case method. Keeping in mind the diverse nature of jobs in advertising, please indicate how important you believe the following course objectives are in the preparation of a student to enter the business of advertising.

		Very Important	Important	Somewhat Important	Unimportant	Very Unimportant
ADVERTISING COPYWRITING AND DESIGN	to offer students strategies for enhancing their own creative ability	___	___	___	___	___
	to illustrate how advertising creative styles have changed in response to changing social, economic and technological conditions	___	___	___	___	___
	to teach students how to write creative platforms and to give them considerable practice in doing so	___	___	___	___	___
	to teach students to design and write advertising for a variety of consumer markets	___	___	___	___	___
	to give students considerable practice in writing copy for print, electronic and out-of-home media	___	___	___	___	___
	to develop students' abilities to compose at a keyboard and to give them practice in writing copy on long and short deadline notices	___	___	___	___	___
	to develop students' abilities to write within space and time requirements	___	___	___	___	___
	to develop students' abilities to lay out ads and give them practice in preparing thumbnails, roughs and comprehensives to specified layout sizes	___	___	___	___	___
	to instill values of writing and rewriting, and careful checking and proofreading of copy	___	___	___	___	___
	to develop students' abilities to judge creative work and accept critical appraisal of their own	___	___	___	___	___
ADVERTISING MEDIA ANALYSIS AND PLANNING	to understand the relationships among marketing, advertising and media objectives	___	___	___	___	___
	to develop and calculate audience analysis measures including gross impressions, ratings, shares, HUTS, gross rating points, reach, frequency, effective reach and frequency, and recall	___	___	___	___	___
	to develop and calculate cost analysis including CPM using various bases and cost-per-rating-point	___	___	___	___	___
	to understand the process of media and vehicle selection and scheduling	___	___	___	___	___
	to understand the rate structure of each major medium and how the medium measures its audience	___	___	___	___	___
	to understand current status of various media	___	___	___	___	___
	to prepare a competitive expenditure analysis and analyze the competitive marketplace as a basis for media strategy recommendations	___	___	___	___	___
	to use a computer-simulated media planning model to evaluate a media plan	___	___	___	___	___
	to prepare a complete media plan	___	___	___	___	___
AD PROBLEMS	to help students develop enhanced analysis and presentation skills	___	___	___	___	___
	to sharpen students' ability to see similarities and dissimilarities between different marketing situations and draw appropriate conclusions	___	___	___	___	___
	to develop students' ability to articulate and defend position statements or decisions	___	___	___	___	___
ADVERTISING CAMPAIGNS	to replicate the reality of working with a client or prospective client	___	___	___	___	___
	to reinforce all that the student has learned in previous advertising, public relations, marketing and research courses	___	___	___	___	___
	to integrate the diverse projects associated with previous courses into one major advertising campaign proposal	___	___	___	___	___
	to give significant experience in meeting with a client in boardroom-style conferences	___	___	___	___	___
	to give significant experience in making brief oral presentations on each component of the advertising campaign	___	___	___	___	___
	to make a major final oral presentation on the entire campaign effort, using presentation software	___	___	___	___	___
	to write and produce a comprehensive plansbook that supports the oral presentation	___	___	___	___	___

The Association of Schools of Journalism and Mass Communication (ASJMC) is a non-profit, educational organization.

More than 200 programs, both accredited and non-accredited, teaching journalism and mass communication at the college level, are members of the Association.

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