

AAA Newsletter

December, 2002

An Official Publication of the American Academy of Advertising

2002: A Year of Many Changes and Many Opportunities

Thanks to all who made it possible.

As we end another calendar year and prepare to welcome a new Executive Board for the Academy, it is time to report to all of you on the activities and accomplishments of this past year. 2002 brought another successful conference, another year of the Journal of Advertising and another year of hard work by our many members on our many committees. There have also been big changes for AAA:

Bob King stepped down as our Executive Secretary effective July 1 after 16 years. Bob's sound financial management and organization of things great and small have been – and are – much appreciated. He kept things running smoothly and efficiently for many years. Bob continues as our Conference Planner; he has the 2003 conferences in Colorado and Japan well in hand — and is looking forward as far as 2006 for venues and possibilities for all of us to enjoy.

Dennis Martin assumed the Executive Secretary position effective July 1. There's a lot more to the job than may be obvious to members; Dennis jumped right in to learn and do and joined the EC in Colorado to report on progress over the summer months.

We've already learned we can rely on Dennis to take hold and do what is best for AAA.

This month, we have signed a new printing contract with M.E. Sharpe for the production and printing of the Journal of Advertising for the next five years. The Publication Committee, headed by Glen Nowak, did an outstanding job in gathering and comparing bids from five companies. Sharpe offered us a great package which includes marketing, database listings and international outreach — along with a financial package that will assure the viability of the journal from a fiscal standpoint.

On January 1, Ron Faber steps down as editor of JA. Many thanks are due to Ron. Under his leadership, JA won two prestigious Emerald Awards. Russ Laczniaak takes over in January as the new editor of JA.

As you all know from my November letter, our dues have increased. The reasons were explained thoroughly in the letter — so let me just briefly say that, after ten years, rising costs and decreasing percentages on our investments, made the increase necessary to keep the AAA viable. Even with the increase (see back page), AAA remains a terrific bargain. We are still under our peer organizations in costs while delivering JA, the Proceedings and other services to our members.

President's Column



Mary Alice Shaver

The Industry Relations Committee, headed by Bob Gustafson, has been working with the AAF — which this year offered us a huge discount on attending their national meeting. Although most members could not take advantage of this year's offer, the Committee is working on future opportunities for all of us.

Our incoming President, Joe Pisani (Florida) needs volunteers for committees. You have — or will soon — receive an email asking for volunteers.

In January, all members who have paid dues will be receiving a ballot for officers for 2004. Results of that election will be announced at the Colorado meeting in March.

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Evaluating individual contributions to team projects

The group dynamics associated with team projects are thorny enough. But they can pale beside the difficulties involved in evaluating each team member's contributions to the overall project. That task is especially important, because, as numerous scholars have noted, when students are assessed in terms of both the group's work and their particular contributions, they achieve significantly more than when only one of those elements is measured (Cohen, 1994; Johnson, Johnson and Smith, 1991; Sharan and Sharan, 1992; Slavin, 1990).

In a course such as advertising campaigns, the learning occurs as students draw on their previous classroom experiences to help their team solve the problem and create the final product. That product doesn't always say a lot about what each team member contributed. A variety of tools for measuring such individual contributions have been discussed by a wide range of educators (eg. Slavin, 1990, Azwell, 1995, and Furtwengler 1995). The three tools that I have found most effective are a weekly activity log, monthly

peer evaluations and reflective journals.

I require students to keep a weekly activity log in which they: (1) record the amount of out-of-class time spend on the project each week; (2) provide a description of what they did and how that activity contributes to the overall solution; and (3) indicate how their understanding of the problem is changing. Each student must also attach to his or her log any written material generated that week which could include such things as lists of rough ideas, outlines, drafts and research proposals. Obviously, the weekly log allows the instructor to keep track of what each student is doing. More importantly, the log allows the teacher to measure the way in which an individual's understanding of the project grows or fails to grow over time.

When used in combination with other assessment tools, peer evaluations can also play a useful role. The evaluation form I use is designed to measure contributions to both the project and the team process. I review this form with students on the first day of

class, because it is important for them to know from the start how they will be evaluated. When students know what the instructor and their teammates expect, most of them try to meet those expectations. Naturally, that can help reduce team conflict. Moreover, if evaluations are to indicate how a person's learning progresses over the course of a semester, the assessment must be conducted more than once. So I have students fill out evaluation forms once a month. Assessments conducted during the course of a semester are also likely to be more candid than those conducted at the end of the term. Because when the project is finished, students may be more willing to forgive or at least forget.

But the most important evaluative tool is the reflective journal. That is because it is both an assessment tool that measures accomplishment and a teaching tool that stimulates learning. I ask students to include in their journals a brief account of each week's meetings and their reflections on those sessions and the interactions that occurred. The journals can be quickly graded

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for depth of description and insight. Grading the work each week, of course, is a way to make sure students make regular entries. More importantly, the weekly feedback can improve the quality of the reflection on the project and the team process. Initially, of course, students view the journal as a burden or, at best, as a place to vent their frustrations. But gradually most students come to realize that the reflection called for by the journal assignment leads to insights they would not have had otherwise. Certainly, that is the case for the student who, late in the semester, wrote this journal entry (the names have been changed):

"We had a really upsetting meeting today. When Sarah brought in her section, I knew it was too long. But when I told her that I didn't think the client would read so much stuff, she got really upset and said we needed a lot of details if we were to convince the client and besides why did I think I knew what needed to be done. Things got worse until the meeting just ground to a halt. I realize now that I didn't give feedback the way we'd been taught. But what really messed things up was that nobody had said what Sarah's section should be like in the first place. So I called her and told her that the problem was that we hadn't agreed on what we wanted before she wrote her

part. And that wasn't fair to her. I think I learned something today which is what I'm supposed to do right? You can't just say make it good. You've got to say what good is before you ever get started."

Assessing an individual's contribution to a group project remains difficult. But using the weekly log, monthly peer evaluations and reflective journal gives me more information on which to base my judgments. And that, in turn, gives both the students and me more confidence in the accuracy of those judgments.

REFERENCES AND FUTURE READING

Azwell, Tara S. (1995). *Alternative Assessment Forms. Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative and Active Learning Strategies.* 160-174. Harvey C. foyle (Ed.), Washington, D.C.: National Education Association.

Cohen, Elizabeth G. (1994). *Designing Groupwork (2nd).* New York: Teacher's College Press.

Furtwengler, Carol B. (1995). *Practical Methods for Assessing Cooperative Learning in Higher Education. Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative and Active Learning Strategies.*

160-174. Harvey C. foyle (Ed.), Washington, D.C.: National Education Association.

Johnson, David W., Roger T. Johnson, and Karl A Smith (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity:* Washington, D.C.: George Washington University Press.

Sharan, Yael and Sholmo Sharan (1992). *Expanding Cooperative Learning Through Group Investigation,* New York: Teachers College Press.

Slavin, Robert E. (1990). *Cooperative Learning: Theory, Research and Practice.* Englewood Cliffs: Prentice Hall.

The next issue of the AAA Newsletter will be available online in March, 2003. If you have something to contribute, please email it to Kim Sheehan, Newsletter editor (ksheehan@oregon.uoregon.edu).

If you have an idea for an article, please let me know, we welcome contributions from all AAA member!

People News

Charlie Robertson of Red Spider was the second Richard Ward Executive-in-Residence at the University of Oregon's School of Journalism and communication. Robertson met with students and faculty for four days, discussing the role of research and strategy in advertising.

President's Column: continued from p.1

This past year has been a good one for AAA — as always made so by the many hard-working members and their strong participation. As my year as President ends, I want to thank each of the Executive Committee members, all the Committee Chairs, Bob King and Dennis Martin for their hard work. The amount and quality of the work done by all must set some kind of record among organizations. All of this effort makes the Academy run smoothly and meet our many goals and missions. It has been a pleasure to work with each and every member this year. I thank you for all your support for AAA.

Now, let's welcome the new Executive Committee for 2003: Joe Pisani, president; Joe Phelps, president-elect; Les Carlson, vice president; Carrie LaFerle, secretary; Ray Taylor, treasurer.

AAA couldn't be in better hands. I'll just be hanging out as Past-President — a job everyone says is the best of all.

See you all in Colorado in March and Japan in May!

DEPARTMENT OF COMMUNICATIONS: Advertising Lecturer

California State University, Fullerton (CSUF) invites applicants for a three-year renewable full-time contract in the Department of Communications Advertising Concentration. CSUF is located in the technologically rich and culturally vibrant Los Angeles basin. Additional information about the Department and its programs is available at <http://communications.fullerton.edu>.

Duties include teaching management and/or creative courses, advising the department's advertising club and AAF competition team, and some academic advisement. Depending upon departmental needs, a five-course load per semester may be required.

To become a faculty member of the third largest advertising program in the nation, the successful candidate must have a minimum of a master's degree in advertising, marketing, communication, or related field. Ph.D. is preferred. In addition, the candidate should have at least three years professional experience. Previous college teaching and research or professional publication will be considered a bonus, as will the ability to teach in more than one area of the advertising program. Assignment to one or more courses housed at the CSUF satellite campus at El Toro is a possible condition of employment. Appointment date: August 2003

This is a non tenure-track Lecturer position. Salary is competitive and commensurate to rank, experience and qualifications. Periodic salary adjustments are enacted by the state legislature. An excellent comprehensive benefits package is available, includes health/vision/dental plans, access to on-site childcare, defined-benefit retirement through the state system, along with optional tax-sheltering opportunities.

Review of applications will begin December 1, 2002 and will continue until the position is filled.

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Application Procedure

For consideration, send a letter of application, curriculum vita, and list of three references with contact information (phone and e-mail preferred) to:

Search Committee Chair
Department of Communications
CP-400
California State University, Fullerton,
800 N State College Blvd
Fullerton CA 92831-3599

For inquiries, call the Dept of Communications, 714-278-3517, or dwitmer@fullerton.edu.

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CALL FOR NOMINATIONS

The Awards Committee of the American Academy of Advertising is proud to announce its call for nominations for three prestigious awards: the Distinguished Service Award, the Charles H. Sandage Award for Teaching Excellence (called the "Sandy"), and the Billy I. Ross Advertising Education Award.

The **Distinguished Service Award** is given by the American Academy of Advertising to individuals who have rendered distinguished service to the organization and/or advertising education. The person should be a champion of advertising education, active in providing opportunities for the professional development of students and faculty and someone who unselfishly performs this meritorious service. One need not be a member of the AAA to be considered for this award.

The **Charles H. Sandage Award for Excellence in Teaching Award** is in recognition of outstanding contributions to advertising teaching. Examples of excellence might include: performance of students as advertising (or business) professionals, performance of students as advertising (or other) teachers, case study development and publication, textbook publication, letters from past students, innovative course development, and innovative ex-class room teaching development.

The **Billy I. Ross Advertising Education Award** is to recognize innovative work that advances the field of advertising education. It is given to people who have completed projects or other innovative efforts in teaching. Examples of projects might include: innovations for teaching a new advertising course, published work about innovative class projects in advertising, published research that advances advertising education, support materials (such as visual aids) for conference presentations about advertising education, and dissemination of information to advertising educators that is helpful in the classroom.

Any member of the American Academy of Advertising may nominate an individual for any one or all of these awards. Nominations should be sent to the Chair of the Awards Committee no later than **January 2, 2003**:

Mary Ann Stutts

Southwest Texas State University

College of Business Administration

Department of Marketing

San Marcos, Texas 78666.

Phone: 512-245-3190; email: ms04@swt.edu; and fax: 512-245-7475

Using IMC to Retain Customers and Build Brands

A Professional Conference sponsored by University of Colorado's IMC Graduate Program

When: March 26 and 27, 2003 (Wednesday afternoon and Thursday)

Where: Boulder, Colorado, CU Campus—University Memorial Center

Going to AAA this year? If so, double your conference pleasure by arriving in Colorado one day early and attending a professional IMC Conference in Boulder!

Nationally and internationally recognized speakers will share best practices and case histories on how to increase profits and shareholder value by retaining profitable customers and building strong brands. The conference is being held immediately prior to the American Academy of Advertising's national conference which will be in neighboring Broomfield, CO, Mar. 28-30, 2003 making it convenient for those who want to attend both conferences. Registration cost for academics is \$195 (\$395 for professionals) if registration is received by February 15. CU will provide transportation between the Omni Hotel (the AAA Conference Hotel) and the CU campus. Online registration will be available in January at <http://imc.colorado.edu>.

And if that is not enough: McGraw Hill will give away five free IMC conference registrations to professors! Send Linda Schreiber at McGraw Hill an email saying you're planning to attend AAAs, and she'll put all names in a hat and draw a winner! Email Linda (linda_schreiber@mcgraw-hill.com) by December 31!

Topics and Speakers Include:

*** Overcoming Barriers to Using IMC.**

Panelists: Joe Plummer
(Worldwide Director of Strategic Planning, McCann Ericson)

Mark Goldstein, CMO, Fallon

Jim McDowell, VP Marketing, BMW

***How to Make CRM Really Work: Combine it with IMC**

Jerry Dow, Worldwide Director of Marketing Communication, United Airlines

***How to Manage Your Company's Most Valuable Asset: Your Brand**

Scott Davis, author of *Managing Brand Assets*

*** Changing Compensation to Motivate Cross-functional Planning and Long-Term Customer Relationships:**

Gary Mitchner, Hewitt Consulting

***Intrinsic Branding-Building Brands from the Inside Out**

Kelly O'Keefe, CEO, Emergence

*The Secrets of Creating Customer Loyalty.

Michael Capizzi, VP Frequency Marketing

Breakout Sessions will include:

***PR and The Internet:**

Don Middleberg, CEO Middleberg EURO RSCG

***Adding Soul to Your Brand**

Carol Cone, CEO Cone Communications

***How Brands Can Transform Business Models**

Avery Gavigan, Managing Director, Landor

***How to Achieve True Marketing Integration and Guarantee Double-Digit Response**

Ernan Ronman, author of *Integrated Direct Marketing*

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Full Time Position in Advertising: Towson University

Tenure-track, entry-level assistant professor position, focusing on advertising beginning Fall 2003. Primary responsibility is undergraduate teaching with additional emphasis in the areas of scholarly research and service to the department/university. Main area of teaching will be some of the following courses in advertising: Principles of Advertising, Copywriting, Media Planning, and Advertising Campaigns. Other opportunities for both undergraduate and graduate teaching may include Mass Communication Research, Media Law and Media Ethics. Evidence of commitment to teaching and potential for scholarly research required. Professional experience preferred. Salary commensurate with entry-level experience. Ph.D. required, ABD will be considered at instructor rank until completion of degree within first year.

The Department offers undergraduate majors in Communication Studies and in Mass Communication (featuring tracks in strategic public relations and integrated communication; journalism and new media; and advertising). At the graduate level, we offer the Master's degree in Communication Management.

We will begin reviewing applications on Nov. 15, 2002 and continue until the position is filled. Submit a letter of application, vita, graduate transcript, and three letters of recommendation to:

Dr. June Yum, Acting Chair

Department of Mass Communication and Communication Studies

Towson University

8000 York Road

Towson, MD 21252-0001

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

THE ADVERTISING EDUCATIONAL FOUNDATION'S

2003 VISITING PROFESSOR PROGRAM

The Visiting Professors's Program (VPP) is a two-week internship for professors of advertising, marketing, communications and the liberal arts. In 2002, professors representing top schools around the country were hosted by advertising agencies in New York and Chicago. (Note: Program is only offered to professors teaching in the United States). The VPP exposes professors to the daily life of an agency, including its

disciplines and challenges and provides a forum for the exchange of ideas between academia and industry. This year's program will be held July 21-August 1, 2003. A maximum of 12 professors will be placed with agencies in New York, Chicago and possibly San Francisco/Los Angeles. Participants are expected to be available for the full two weeks.

Professors pay travel and out-of-pocket expenses. Host advertising agencies pay housing and per diem

Applications will be due February 14, 2003 with notification in May. For an application, contact:

Sharon Hudson

VP Program Manager .

Tel: 212-986-8068

E-mail: sh@aef.com

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Join the AAA

Interested in joining the AAAs? The application form is available at our website:

www.americanacademyofadvertising.org

Membership includes an annual subscription to the Journal of Advertising, AAA Conference Proceedings, and all member mailings. You will also have voting privileges in all official AAA elections.

Dues are \$60 per year in US, Canada, Mexico and all international destinations. If you live outside US, Canada and Mexico and wish the Proceedings to be delivered to you via airmail, dues are \$70 per year. Student memberships are \$30; \$40 outside of US, Canada and Mexico. Retired memberships are also \$30.

For more information, contact

Professor Dennis Martin
AAA Executive Secretary
801-455-6845 OR dmartin@cougar.netutah.net