

FERRIS STATE UNIVERSITY  
COLLEGE OF BUSINESS

ACADEMIC PROGRAM REVIEW  
ADVERTISING/INTEGRATED  
MARKETING COMMUNICATIONS

SEPTEMBER, 2009

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## **SECTION 1**

### **Overview: Industry & Societal Dynamics Signal Programmatic Change**

Both the mission and the scope of the Advertising program have been revised and expanded since its last APR such that as of the 2009 academic year, having been approved by the Board of Trustees and the University Presidents Council, the program stands as the first Integrated Marketing Communications curriculum in the state and one of the very first in the nation.

The genesis of all this is that the advertising industry is being moved toward greater integration of business communications and promotional forms, implementing them in a considerably more planned and orchestrated manner than historically employed.

In short, the industry finds itself having to reinvent the way it does business, an imperative driven by irresistible societal and technological trends.

One of these is the ever-increasing number of media channels available from technological innovation, including new social media channels contributing to an erosion of traditional advertising effectiveness.

Another is that straight-up advertising is moving from the maturity phase of the product life cycle into the decline phase. This does not say that the need for promotion is going away, or that advertising is going away. Rather, there will be less reliance on stand-alone advertising and more upon integrated promotional forms because there must be. That's due in part because the sheer volume of traditional advertising has diluted its effectiveness over time. Simultaneously, advertising's audience has become more sophisticated, even as it has become increasingly fragmented over more media choices.

Therefore, while advertising still has efficacy, given the increased competition for consumers' attention, their growing resistance to advertising, and their scatter into myriad media choices, marketers and advertising agencies see the necessity of implementing alternatives to augment and act in concert with advertising. These alternatives include strategic orchestration of planned publicity, sales promotion, personal selling, event staging, event sponsorship, viral marketing and social media, integrating them for maximum effect. Practitioners identify this new business model as IMC --Integrated Marketing Communications.

Consonant with such, the advertising faculty and Marketing Department Head, reading the signs of the times and with input and strong support from the Advertising Program Professional Advisory Board, (Chicago and Detroit Spring '08 and '09 meetings and other communications) crafted the ground-breaking AIMC program as one of the very first in the nation tailored to meet new industry needs and student interests.

Ferris' program carries the title "Advertising/Integrated Marketing Communications" (AIMC) program rather than "Integrated Marketing Communications" out of awareness that most persons outside the industry, including prospective students, their parents, high school counselors and other constituents, are familiar with neither the trend nor the term. We anticipate that as soon as the rest of the world catches up, the title can be changed.

## Program History

Dr. Roland Hicks was the driving force and chief originator of the Advertising Program in 1974. He saw at that time the importance of locating the program in the College of Business, aware that this is the location preferred by industry practitioners. Such positioning has the benefit of differentiating Ferris' program away from the vast majority of other university programs, a benefit the program continues to enjoy with increasing favor. Reason: the realities of the current financial hard times bring into ever sharper focus the importance of understanding the bottom-line aspects of the business.

From its inception to the present, hallmarks of the program were and are its strong business and marketing orientation and its array of advertising-specific courses. Though the industry grew substantially in terms of contribution to GDP (Gross Domestic Product) through the '70s, 80s, and '90s, the *manner* in which it conducted business remained relatively stable through that period, and the curriculum reflected that stability, with individual course content evolving consonant with industry trends during that period.

Program enrollment, on the other hand, is an entirely different matter and it is instructive to understand its history. Program enrollment was materially influenced by these factors:

- The program experienced significant growth through the '80s, owing to the large Gen-X demographic, and, just as significantly, the dramatic influx of female students into what had traditionally been male programs, as men and women finally began to realize of the equality of women.
- The '80s were a period of economic boom and optimism. Being in business, as with an advertising degree, was a compelling career idea.
- A number of two-year (associate) programs served as important "feeders" to the ad program. One of these, as example, was the two-year program in Journalism. Those feeder programs went away when the institution "right sized" itself in the mid-nineties, perhaps in an effort to be "more like other universities and less like a community college." Given the substantial growth of community college enrollments around the state as students and parents try to minimize the cost of education, perhaps some sort of "community college" presence or marketing should be revisited. However that may be, a result of terminating the two-year programs as adverse impact on some four-year program enrollments, including Advertising.

- In recent years, program enrollments have grown because of internal marketing efforts, and because the growth of related programs, specifically the Graphic Design program has resulted in a “feeder” effect.
- The growth of the Music Industry Management program has bolstered enrollments in select advertising courses, and also in the numbers of those majors opting for Certificates in Advertising.

As noted in the overview, the digital/social media revolution in the industry and in popular culture has driven commensurate and pioneering changes in Ferris’ Advertising/Integrated Marketing Communications curriculum.

## **Program Goals & Mission**

The mission of the Advertising/Integrated Marketing Communications (AIMC) program is to empower students to compete, succeed, and advance in consumer IMC, business-to-business IMC, direct marketing, and sales promotion.

This is accomplished by offering students an expanded array of specialized courses involving appropriate decision-making, data mining, and creative theories and technologies. AIMC courses are structured for practical applications of communications theory linked to appropriate hands-on technology and practice of data-base target marketing, market segmentation, and the creation, production, and presentation of complete integrated marketing communication programs.

AIMC faculty and Marketing Department administrators are aware that the millennial generation, the cohort from which the majority of our students are drawn, expect -- indeed -- demand more flexibility and more choices than did previous generations. The AIMC program has been structured to accommodate these expectations as well as the industry’s.

Doing so further differentiates Ferris’ program, augmenting as it does the fact of our program’s location within a marketing department and in a college of business. As of this writing no other universities in the state – indeed, very few in the country – have responded to the changing business environment in this fashion. The result is a distinctly relevant program as perceived by industry, by students, and by prospective students.

Enrollment for the current Advertising program has been on the increase in recent years, up from the mid-50s five years ago to the upper 70s now. The job market demand for ADVG graduates continues, with most graduates entering the field in the areas of account executive (account services) and in the media sectors of the business.

It is expected by the faculty and the Advisory Board members that the new integrated program will elevate current levels of both enrollment and employment because it enhances the fit and brand of the current program to embrace the trend toward integration taking place across the industry.

The goals of the program for the immediate and five year future are:

Bolster Program Enrollment: In the short term, 110 by 2011; in the long term, 140 by 2014. These targets are derived by projecting the program enrollment increases of the last two years, as seen in the Enrollment History, and by anticipating the results of planned initiatives, based upon history. We anticipate that these projections could well be conservative, given that the increases of the past two years have been largely driven merely by internal marketing and recruitment. Plans are being laid for external marketing efforts, and these are set for implementation in Fall of '09.

These plans include:

regularly scheduled visits to high schools within the state  
systematic and timely contact with prospects who contact the University Admissions, the names of such being forwarded to the Dept and AIMC faculty as they come in.  
new AIMC brochures and other literature for distribution to prospects, parents, and high school faculty (high school counselors may be included, but much empirical evidence has it that faculty are of much greater influence)  
implementation of email, Twitter, and other social networking media, as befits this demographic  
a new traveling display with contemporary design and graphics targeting direct letter (snail mail) campaigns to prospects, high school faculty, and parents.

Given that these strategies and tactics generate success, it is not too early to consider whether there should be a cap on program enrollment. The issue is fundamental yet important because it goes to whether our objective is maximum enrollment or maximum quality. Limited resources combined with service requirements would appear to make the two objectives mutually exclusive. Our immediate priority is to get us to that happy decision.

Exploit the AIMC differentiation to further position the uniqueness of the program and the distinctive competencies it generates: create this brand identity among prospective students, in internship markets, and for career employment purposes in all segments of the industry – media, agencies, clients, and vendors.

Expand critical experiential learning and learner centered teaching by creating more service-centered AIMC projects in cooperation with local, state, and national clients where such are appropriate. These provide authentic learning experiences that are valued by students and industry professionals alike. Indeed, Ferris majors' participation in the American Advertising Federation's National Student Advertising Competition is regarded as not far behind internships in terms the value of the experience it provides. Ferris has been a regular in this competition, and there are plans to continue it.

Increase collaborative student learning opportunities and experiences through student engagement outside the traditional classroom (e.g. service learning and RSO participation).

Create a Marketing Services Center (a physical space) through partnership with sister programs – Graphic Design, Public Relations, and Statistics.

Research on student satisfaction shows strong correlation between healthy programs and possession of physical space clearly identified as program property. It's a visible symbol of what IMC is all about – the blending and collaboration of these very disciplines for synergy and maximum results.

Further, student satisfaction benefits both recruitment and retention. Further, the action affords yet another layer of cooperation between programs. And the space is more efficiently and effectively utilized to the benefit not just of the program but to the College of Business and the university.

Increase support for & availability of internships in all four sectors of the industry – the agency quadrant, the client-side quadrant, in media services, and the vendor quadrant.

Expand relationships with industry on student, programmatic, and interpersonal levels via continued memberships in the American Advertising Federation, 313 Digital, participation in professionally sponsored competitions, RSO activities, seminars, meetings, and events.

Increase AIMC RSO membership as a major component in experiential learning. Studies of student satisfaction show that strong RSOs are vital and play a key role in recruitment, retention, and networking. Student investment in their relevant RSO is so important within the advertising and promotion industry that the question of membership is frequently asked in internship and job interviews.

Membership in the AIMC RSO has been healthy, numbering approximately 30 to 40+ students over the past few years as program enrollments have increased. In the current year it means that 48% of all majors are AdGroup RSO members.

How this compares with all other program/RSO percentages is unknown but is surely a high percentage given that AdGroup membership is voluntary. In any case, comparisons are irrelevant, resolved as we are to increase RSO participation in the light of its signal importance to students, employers, the College of Business, and to the university.



## **Program Visibility and Distinctiveness**

Ferris' AIMC major is unique in a number of significant respects, all of which contribute to its visibility.

Its location in the marketing department of a college of business differentiates it from the vast majority of other programs, not only within the state, but nationally. There are in fact nine programs known to have this orientation. All others have a school of communication/journalism location. The business location is preferred by field professionals and verified by research.

Its AIMC faculty have substantial field experience, unlike the many of the advertising faculty at other institutions, who, whatever their academic credentials, do not have the field experience deemed so important by employers. The program's Integrated Marketing Communications orientation is a first within the the state, and one of the very first in the nation.

Ferris' program offers students distinct concentration options. Only Michigan State offers such options, and its are the same as Ferris' options.

Main competitors for the Ferris' program are those of Michigan State, Western Michigan University, Grand Valley State University, and Central Michigan University. These programs are very similar to each other, and the Ferris program was, before its shift to the Integrated Marketing Communications orientation, similar to them in many respects, excluding its college of business location and orientation.

## **Program Relevance/Labor Market Demand Analysis**

The advertising industry is huge and of vital importance to local, state, national and global economies Ferris State University is dedicated to serve. "...more than \$300 billion (\$300,000,000,000) spent in the United States alone on various forms of advertising, with nearly \$600 billion (\$600,000,000,000) spent worldwide." ("100 Leading National Advertisers", Advertising Age, June 25, 2007)

And that's merely the amount spent on advertising. The amount spent on advertising and sales promotion, and not including personal selling or public relations, exceeds one trillion dollars domestically. [\$1,000,000,000,000] (Ibid)

The fact that domestic firms are now spending more than twice as much on sales promotion as on advertising (Oguinn, Allen, & Semini, Advertising and Integrated Brand Promotion, 2009, South-Western) speaks powerfully to the relevance of Ferris' shift in focus from a straight advertising program to an AIMC program.

It is relevant that two of the nation's largest advertising and promotion centers lie within 200 miles of this university.

As for job growth, the U. S. Department of Labor’s Occupational Outlook Handbook, 2008-2009 edition, projects employment for advertising/IMC managers to grow 12% through the year 2016, which is about as fast as the average for all occupations.

One suspects that the current dreadful economic conditions caused this pull-back from the Department’s rosier projections of 2006, in which they forecast **“Employment in the advertising industry is expected to grow 32 percent, compared with 15 percent for all industries combined.”**

Even with the more modest projection, which will likely change as the economy recovers, the data support the conclusion that demand for an advertising/IMC major is strong, both among prospective students and from employers for graduates.

## Program Value

AIMC positioning is unique to the state and it is trend-setting nationally for its IMC orientation and for the fact that it is housed in a College of Business as opposed to a college of communication or journalism. Those are the standard locations for all but nine programs in the country. Employers at managerial levels applaud this business location, which in turn resonates with students and prospective students.

The AIMC program is experiencing solid enrollment gains, standing at 67 majors in Fall ’08, up from 57 in Fall ’06, according to university records. Internal (departmental) records show Fall ’08 enrollment at 76, and a still higher enrollment of 79 for Spring ’09. Thus, there was at a minimum a two-year gain of 19%, out to a possible gain of 32%. The variation is accounted for by the fact that department data, unlike university data, reflect transfers, dual majors, and students who are following the Advertising or AIMC check sheet and receiving advising from AIMC faculty though they are officially enrolled elsewhere, such as in University College. Discussions with other program coordinators reflect that such discrepancies are not unusual.

Similarly, the university has just begun keeping track of Certificate enrollments, and as of this writing has no data to release on such, whereas departmental records show a certificate enrollment of 7. These are not included in the data below, though they of course do affect SCH.

### Advertising/AIMC Enrollment History

Fall ’05	Fall ’06	Fall ’07	Fall ’08	Spring ’09
59*	57*	71*	76**	79**

\*university data

\*\*departmental data

The data in the table are used as indicated because (a) we are confident in the accuracy of the departmental data, and (b) the department initiated the more accurate documentation of enrollment beginning in Fall of '08, else the coordinator would have applied it for all years.

The Spring '09 peak occurred, of course, before graduating 16 students, a somewhat larger-than-usual graduate number for the program. As of this writing (June '09) university records show that 64 students have applied for enrollment as advertising/AIMC majors, and that 34 have been accepted.

This good news is all the better because the program is a “cash cow”, which is so of the College of Business in general. AIMC’s resource requirements are modest by virtue that none of them are specifically needed for AIMC. Rather, the resources and their costs are shared and spread over other majors in the College of Business:

- it needs computers, but shares these and their cost with other programs it needs service personnel, but here too, the costs are shared the physical space it needs already exists; the program enhances efficient utilization it needs faculty for the program, but these faculty are highly productive (SCH/FTEF of 597 in the most recent full academic year) and needed to deliver non-AIMC classes.
- the program coordinator is full-time faculty and receives no stipend and no release time
- We believe an advertising/promotion major is an essential offering for any College of Business on the on the logic that (A) marketing is requisite in business and that (B) advertising and promotion are marketing requisites. The program is consistent with Ferris’ mission of career-oriented education.

## **Academic Program Review: Advertising Program**

### Dean’s Comments

The exceptionally qualified and enthusiastic program faculty have, and are aggressively improving the vitality and appeal of this program. It is evident in the resurgence of enrollment over the past two years – up almost 20% versus the previous two years. Their efforts reflect sensitivity to the changing needs and expectations of the workplace, as well as those of the current generation of students. The conversion to the Advertising/Integrated Marketing Communications designation is indicative of this refocusing.

Whereas the previous distinctiveness of the program derived, in large part, from its offering as a business degree (with the attendant requirement that students take the ‘business core’), it is now further differentiated by a market-responsive major curriculum that appears to be unique within the state, if not nationally. The value-added nature of the program is underlined by its emphasis on experiential components (e.g., internships, RSO activities, industry-oriented competitions). Now, the challenge is to increase awareness of this unique and valuable offering among prospective students and those that influence their decisions. Concurrent with that effort, we will explore the possibility of enhancing the facilities associated with provision of this and her sister programs, which, hopefully will help to promote enrollment and retention.

## **2008/09 Academic Program Review: Advertising Program**

### Department Chair’s Comments

The current Advertising/Integrated Marketing Communications program represents a realignment of the prior advertising program to current industry practices and needs. The advertising faculty had been attuned to this industry trend – incorporating increasing emphasis of integrated marketing communications across the current Advertising courses. However the faculty, with input and strong support from the Advertising Program Advisory Board (Spring 08 meetings), developed the re-alignment in order to more explicitly infuse integrated marketing communications into the advertising program. The new program includes two tracks recommended by the faculty and Advisory Board i.e. Media and Account Executive. Recent Advisory Board feedback supports the addition of two more tracks: creative writing and advertising related data analytics.

The newly revised program is distinctive in both market position and value-add. Existing advertising programs within Michigan universities are not in colleges of business – but rather, generally, in communication departments. This gives a significant advantage to the FSU program – ADVG students must take the full BUS core along w/ their major and general education coursing.

Students are given opportunity for significant service learning and industry related as well as civic engagement through classroom related work as well as AdGroup (RSO) activities. In addition the ADVG Advisory Board, which meets once each academic year, includes industry leaders who actively provide input and feedback to the Advertising program.

Enrollment for the current Advertising program has held strong (relative to resources) with evidence of growth over the past two years. The job market demand for ADGV graduates continues – with most graduates entering the field on the account executive (account management) or media sides of the business. The newly re-aligned program coupled with on-going internal recruitment and an aggressive off-campus promotion campaign planned for the upcoming promise to create further enrollment growth.

The most significant factor contributing to the recent enrollment success, program revision, and professional vitality of the program is the faculty and staff. The three primary advertising faculty have enhanced their collaborative efforts in curriculum development, program assessment, advisory board connections, AdGroup support, program promotion through Decca, and course scheduling focused first on program-curricular needs, teaching and advising, and program related faculty development. The faculty work well together in championing this program – with particular benefit from the current program champion who coordinates several key activities – with significant cooperation, assistance, and initiative from the other two program faculty. These efforts have benefited from (1) superior clerical/secretarial support in key areas such as scheduling as program related data captures and analysis and (continued next page) (2) assistance from the general marketing program coordinator. As enrollment and program vitality grow it is anticipated that key result areas and activities will require faculty release time to sustain current and future program gains.

## SECTION 2

### Graduate Follow-Up Survey

#### Advertising Program Review – Graduates

Thank you in advance for participating in this survey. All of your responses to this survey will be kept strictly confidential. As part of the Academic Program Review process at Ferris State, graduates of the program are periodically surveyed. The goals of this process are to better understand your perceptions of the Advertising program and to serve as a basis for the improvement of any areas identified as being problematic. Please candidly respond to each of the following questions.

<b>1</b>	<b>When did you graduate?</b>	<b># Responding</b>	<b>Percent</b>
	Last year	4	10.8
	2-4 years ago	16	<b>43.2</b>
	5-7 years ago	6	16.2
	8-10 years ago	2	5.4
	More than 10 years ago	9	<b>24.3</b>
<b>2</b>	<b>Please mark the statement that most specifically applies to you.</b>	<b># Responding</b>	<b>Percent</b>
	Presently unemployed	4	10.8
	Employed in the field of advertising/promotion	18	<b>48.6</b>
	Employed in the field of marketing/sales	9	24.3
	Employed in a field other than advertising/promotion/sales	6	16.2
<b>3</b>	<b>What are the barriers to your being employed?</b>	<b># Responding</b>	<b>Percent</b>
	The economy	1	2.7
	Geographic location of available employment	1	2.7
	Low salaries	0	0
	Changing career/life plans	4	<b>10.8</b>

**4 Please indicate your level of satisfaction with each of the following aspects of your advertising education at Ferris.**

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Relevance of advertising coursework	0%	8.10%	35.10%	56.80%
Relevance of related business coursework	2.70%	10.80%	<b>43.20%</b>	<b>43.20%</b>
Relevance of other coursework	0%	11.10%	<b>55.60%</b>	33.30%
Value of instructional materials (texts, etc.)	0%	13.50%	<b>45.90%</b>	40.50%
Value of homework, projects, etc.	0%	0%	<b>61.10%</b>	38.90%
Quality of advertising instruction	0%	0%	40.50%	<b>59.50%</b>
Quality of related business instruction	0%	8.10%	<b>62.20%</b>	29.70%
Adequacy of equipment (computers, etc.)	2.70%	18.90%	<b>40.50%</b>	37.80%
Adequacy of facilities (ad lab, etc.)	5.40%	16.20%	<b>48.60%</b>	29.70%
Adequacy of library resources	8.10%	16.20%	35.10%	<b>40.50%</b>

**5 Please indicate your level of satisfaction with the preparation your education at Ferris, and particularly your degree in Business/Advertising provided in the following areas.**

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Written communication skills	0%	5.40%	<b>51.40%</b>	43.20%
Oral communication skills	0%	10.80%	43.20%	<b>45.90%</b>
Presentational skills	0%	8.10%	40.50%	<b>51.40%</b>
Advertising skills	0%	5.60%	<b>47.20%</b>	47.20%
General marketing skills	0%	8.10%	43.20%	<b>48.60%</b>
Administrative/Management skills	0%	13.50%	<b>43.20%</b>	<b>43.20%</b>
Research and library skills	0%	13.50%	<b>51.40%</b>	35.10%
Technological/Computer skills	2.70%	16.70%	<b>44.40%</b>	36.10%
Professionalism and ethics	2.70%	5.40%	32.40%	<b>59.50%</b>
Creative problem solving	0%	10.80%	37.80%	<b>51.40%</b>

**6 Compared to graduates of other schools' advertising programs, how prepared do you believe you were when you graduated?**

Less prepared	8.10%
About the same	43.20%
Better prepared	48.60%

**7 Please identify what you believe to be the greatest strengths of the advertising program.**

The strength was faculty like Tom Mehl, the MIMA leader Mr.Cronk and others that were involved in getting students real life experience.

A business program. Professors in-touch with the industry. Smaller class sizes. Professors involved with Ad Club.

Class sizes and opportunity to connect with professors.

Consultation of the professors, teaching of the basics of marketing and advertising, having the program in the school of business (imperative to know statistics, accounting, etc), teacher/professional ratio, relationships, and consultation.

Diversity of aspects of marketing. Direct Mail, TV, billboard, etc

Group work as there's no "I" in the work world. Teachers (professionals) who have really worked in the profession.

Having the Advertising program in the College of Business is the greatest strength. Working at a small company and having a business background has allowed me to "dig in" by expanding my responsibilities at the company beyond marketing, making me more valuable to my employer and making my job more secure in a down economy.

I believe the real life examples in class, the presentations that we have to give to each other. Also the example that the teachers give the students for real life examples are great. Students need to understand what they will have to do when they graduate from college. College is only one stepping stone in a career path.

I cant (sic) say their (sic) are many and wouldnt (sic) recommend (sic) anyone to take advertising as a major!

I not only learned the fundamentals of advertising...At Ferris I learned management, teamwork, and general marketing/business handling that have made my career much more successful than just a one-track curriculum. I feel ready to handle many different situations in my work.

Industry professionals.

Its instructor's backgrounds in the advertising world

Offering the NSAC competition for the opportunity to receive practical, hands-on experience

Paul Jackson and his ability to help us learn the real day to day life of an agency. Susan and Bill Jones and they way of teaching made it more enjoyable. Susan and Bill are defiantly some of the best business professors at the school. I enjoyed every class I took with them.

Professor Mehl. This man is a very valuable source of industry knowledge, now if only other people would listen to him...

Professor Tom Mehl.

Putting together an entire ad campaign. Puts it into perspective. Relaxed yet serious atmosphere

Relevance of coursework to real life. Our media class though outdated provided background other grads did not have. Real life scenarios also provided an understanding of business that many other grads did not have.

Small class sizes and more attention was great.

Small close knit group you should take advantage of this.

Strong support from teachers and staff. Whenever I had a question or just wanted to talk my professors were willing to support me. That is what makes Ferris special! The advertising program encouraged creative thinking and application.

The Ad groups competing in the AAF competition is the best real life experience.

The class sizes were small and I felt like the advertising professors really cared about our success.

The diverse material that we covered. From media, to copywriter and account, I feel compared to other graduates, we have a more well rounded understanding of Advertising as a whole.

The extracurricular activities, the smaller classroom sizes-it's great getting to know the professors. I like how the program can be combined with many other majors, etc.

The instructors! They all seemed to have come from an advertising background. It seemed to be taught on a one-on-one level.

The personal attention from the instructors.



The program is based in the College of Business, which provides extra skills that other universities do not provide by placing the major in their Communications major.

The senior project helped pull everything together -- maybe you should consider including the underclassmen so they would comprehend the gestalt. Partner underclassmen with the senior team, part of the seniors' job would be to lead the newbies. That's what you find in the 'real' world. A prerec would be Advertising 101.

The staff and their years of experience in the industry. Need to continue to reach out to industry leaders to teach or assist in the program.

The strength of the education has been the media courses. The moderate level of copywriting, layout production, and other important functions allows students to see all options while maintaining a business category. Not journalism, design, or creative.

The strengths of the program are the professors who have had actual experience within the field who are able to share their ups and downs of being in the business. They make it real.

The teachers are great, the text is great, the classes are great.

Three greatest strengths: 1) AdGroup; 2) NSAC; 3) COB. AdGroup is a conduit between the academic world and the agency world. NSAC provides students with the experience of a full-faceted ad campaign (including presentation). A B.S. degree from the COB prepares a student to enter the 'real' advertising industry, which is, despite all the glitz and glamour, a business. Our products, ideas.

Well rounded business coursework, where other schools go through journalism and don't have that background, which has been key in my career. Real world application of some courses/electives, where you have to find a real client and spend a whole semester working to make their business better.

Working in teams - simulates real world, presentation skills - I thought we had to do too many presentations in school, but all that experience has really paid off in comfort level of presenting information to clients, Professors with Real World Experience - told it like it was not what the text book said necessarily.

## **8 Please identify what you believe to be the greatest weaknesses/deficiencies of the advertising program.**

Expectations of marketing and advertising jobs (strengths and weaknesses of the agency world), overview of the types of positions available in the industry, how agency's work.

Ferris needs to better prepare their graduates in the art of communication -- oral and written. While the necessary courses exists on campus, they are neither required nor necessarily encouraged by the department. Our COB graduates compete against College of Communication grads and need to be better prepared to enter this market and service their agency and client upon employment. Advertising is a communication platform that is in the economy of feelings and perceptions -- our students need to be able to articulate what exactly that means.

Full involvement in the world of advertising and lack of overall focus on relevant and current classwork. These things may have changed in 10+ years, but the industry is changing everyday and students need to be prepared.

I believe that internships should be required to graduate from Ferris State University. Companies are looking for job experience and a degree. If you do not have the experience it is really hard to get an entry level position in advertising. Companies are looking for experience outside of the class room even more then the AAF competition. The AAF competition is great experience but they are looking for more.

I did not take a business ethics class. This caused me to think I would be happy in ANY agency after graduation (money is money, right?) My first work situation was wonderful, but after a year I was transferred onto an account that was very corrupt and made me EXTREMELY uncomfortable. I learned a completely unexpected lesson that workers in agencies do their best to please the client - NO MATTER WHAT, and at many personal expenses. Maybe you could create a corporate culture class especially for grads - so we know what to look for when applying to a job and prevent us from getting into an unsavory position due to lack of experience in the cut-throat business world.

I graduated in 2002, so not sure about the evolution of the program - there should be emphasis on web/email/search marketing now I would hope.

I would have liked to know more about media, specifically how the industry operates, data sources such as Arbitron and Nielsen, now Comscore as well. I am finding I had to get up to speed so to speak on media in order to make better strategy decisions.

I would like to see a lot more "real world" being taught. All the books are great and the base knowledge is needed. But something that would stand the individual apart from the crowd would be more "agency-type" experience. A focus on what we will use in the industry along with all the book/fundamentals. I am still waiting to know the day-to-day stuff.

In the last 20 years the growth of the advertising industry has been unprecedented. While the classes are valuable and offer skills that create a prepared graduate, there are changes that were never touched during my education. Digital was minimal, and TV has grown far different than how it is presented in campaigns. The same can be said of every business category.

Internship program not fortified, school needs to seek out opportunities and relationships with agencies/Lg Mktng Houses like the other schools do (all other schools do except Ferris) that have a Advertising program in the State of MI, have set up internships.

It has been so many years since attending FSU. I would encourage the incorporation of speakers from several areas. I remember hearing a speaker from MARS Advertising predicting the importance of the Hispanic community and the impact they would have on advertising. How correct she was. This speaker was so valuable to my education. From this, I think it would be valuable to hear from companies; marketing leaders and how they use advertising agencies. Speak to the importance of the partnership between agency and corporate leadership. Incorporate medical marketing and partnerships with the agency.

Lack of financial support for NSAC competition from the university. This is a program that does nothing but improve graduates skills and make Ferris look good to other people. To not financially back this group is short sided and disappointing.

Lack of up-to-date industry resources (SRDS, SMRB, TNS Ad Spending, media planning tools, etc)

More presentations, more open strategic thinking.

Most of the material I learned was outdated for today's market place.

Need to know what the other guys are doing to keep it competitive

No internship required, which does not allow you to see the inner workings of an ad agency or marketing firm...

No real direction as far as the importance of internships. Big Rapids is not the center of the ad or business world so I felt very removed from the industry.

None.

Not having a portfolio required. Whether someone is pursuing a creative role or not, a book shows an understanding of strategy, market awareness, etc. It should be incorporated into a few classes.

Resources. We traveled to Michigan State to do research for class projects. Also, not as well connected to the industry to help get students placed in ad jobs. Not much linkage between professor relationships, the internship director and the placement office.

Some of the classes did not provide the skills I wish I had developed. For example, the layout class was a joke, I barely did anything and received an "A." Also, we spent weeks calculating, manually, media cards, which is unrealistic because everything is computerized and many students will never be a media buyer.

Some things are not explained very well and we are assumed to know/understand them on our own.

The AAF competition should be a requirement! It's the closest exercise to a "real-world" campaign that you can experience.

The actual core ADVG classes-there weren't very many-I wish there would have been more to be able to further decide (after graduation) which direction in advertising would be best to pursue a career in. Maybe more classes that deal with production as well-we never got a behind the scene look at commercial making as much as adcopy or media. More creative or number courses pertaining to advg and less in business (economics, finance). Run the program in a more defined order instead of just

whenever or all within the last year-it makes a difference.

The ad program at Ferris does a pretty poor job preparing anyone who wants to try and get into the creative side of advertising. In general there is very little the program and Ferris does to try and help with job placement. The job fair is a joke, though this is more likely with Ferris not the program, since Ferris really only gives a shit about their 'poster child' degrees.

The ad program is an unknown commodity outside of Big Rapids, MI. Ferris doesn't play in the final four, however MSU does. And MSU has an advertising program. So when two applicants apply for the same job, MSU has better recognition and status. Even if the programs are identical. Not fair, but neither is life. How do you raise awareness? Do you get industry speakers to come to the school for a visit? How are you handling Web 2.0? Are you blogging? podcasting? wiki-ing? Oh by the way, Arizona State University has their MKT395 course available on iTunes -- Essentials of Advertising and Marketing. Where's FSU's? Why isn't your courseware available? Have you hosted an alum function/'after work' social hour and have a bunch of current Ferris-sites working the event? The University of North Dakota has a program that teaches air traffic control. They are well known within their industry because they blog, they podcast, in short, they are progressive. They beat the bigger schools at their own game. What is Ferris doing? A billboard on the side of I-75 is not progressive. A viral video posted on youtube is...

The amount of classes offered for a particular discipline. IE, I am a copywriter and there was only ONE general copywriting class offered. There needs to be many more and particular one offered that focuses on building a portfolio. No such classes were offered and that was a huge problem while trying to find an advertising job in the creative side of the business. The only way the kids leaving Ferris have a chance, is if they have a portfolio. It should be a mandatory class at minimum. And the Portfolio should be a web based class. That's where the industry is going. No one has paper books any more.

The fact that the books, references and instructors are not as up to date as the advertising is concerned; Much of what was taught had to do with print advertising - today online advertising is more important; internships should be REQUIRED.

The greatest weakness of the program when I went was the mere suggestion of internships. I did the WDW CP internship and unfortunately the advertising people never showed at networking events. That internship helped me in other ways to grow as a person and to come out of my shell, but as far as professionally, it was a waste of time. Had I done a traditional advertising internship, I believe I would be employed in the industry today.

The networking opportunities available to grads. Ferris Alum were not readily available for guidance or networking and this can be crucial to the success of many bright graduates especially in this market

Too few classes on the creative side of advertising and too few computer design work. The classes we did have were not held by professors but by other employee's of Ferris who didn't necessarily use the programs provided to us, leaving the student to teach themselves how to use the program. Adding some basic graphic design classes would be beneficial. A second weakness; teachers using books they wrote to teach classes. It leaves no room for individual thought, you have to think as the author and believe what they wrote or you WILL be marked down, even if you believe they could be incorrect.

We need more knowledge for printing management. how presses work, how colors are used, How to proof from press proofing sheets, how bindery works, how pagination layouts affect saddle stitching (4up or 2 up press layout) general industry terms for printing such as coatings and weight.

While we did have presentations, it wasn't nearly enough to prepare you for the number of presentations you give in the field. While the quantitative/qualitative teaching exists, creative problem solving could be focused on more often.

**9 Which of these statements best summarizes your opinion of internships?**

Internships are over-rated	5.4%
Internships are somewhat important	0.8%
Internships are so important that they should be strongly advised	24.3%
Internships are so important that they should be required	<b>59.5%</b>

**Thank you for your time and input.**

## Key Findings From Graduate Follow-Up Survey

1. 76% of the respondents graduated five or more years ago.
2. 89% of the respondents are presently employed, with 49% specifically in advertising, another 24% in marketing or sales, and an additional 16% in a field other than advertising, marketing, or sales
3. 92% are “somewhat satisfied” or “very satisfied” with the relevance of their advertising course work, with 57% responding “very satisfied.”
4. 91% of the respondents are “somewhat satisfied” to “very satisfied” with the quality of advertising instruction, with 60% being “very satisfied.”
5. 92% are “somewhat satisfied” to “very satisfied” with the value of business-related instruction, with 30% being “very satisfied.”
6. 89% are “somewhat satisfied” or “very satisfied ”with the relevance of their other course work, with 33% being “very satisfied.”
7. 86% are “somewhat satisfied” to “very satisfied” with the relevance of instructional materials, with 42% reporting “very satisfied.”
8. 97% are “somewhat satisfied” to “very satisfied” with the value of homework, assignments, and projects, with 39% “very satisfied.”
9. 86% of the respondents are “somewhat satisfied” to “very satisfied” with the relevance of their business course work, with 43% being “very satisfied.”
10. 79% are somewhat to very satisfied with the adequacy of equipment, facilities, and library resources.
11. 94% are somewhat to very satisfied with the acquisition of written communication skills, with 43% being “very satisfied.”
12. 90% are somewhat to very satisfied with the acquisition of oral communication skills, 46% being “very satisfied.”
13. 92% are somewhat to very satisfied with the acquisition of presentation skills, 51% being “very satisfied.”
14. 92% are somewhat to very satisfied with their acquisition of advertising skills, 47% being “very satisfied.”
15. 92% responded that they were “about as prepared” or “better prepared” for the field than graduates of other programs, with 49% indicating “better prepared.”

16. Analysis of graduates' verbatim comments regarding strengths of the program show these recurring themes, with passion evident in many of them:

- Students find the business/marketing orientation to be right on the money
- They are very positive about the “real world experience” of the faculty
- The quality of the faculty
- Small class sizes
- Importance of the RSO and its activities

17. Regarding graduate comments of program weaknesses, the responses are considerably more scattered, with fewer clustering around specific issues as is the pattern in comments about the program's strengths. However, these themes emerge:

- The need for required internships is cited
- The program's secondary research resources are outdated
- The program needs stress digital/social media

18. In terms of how the program can be improved, these themes emerge from the verbatim responses to this question:

- Required internships are a “must.”
- Heavy emphasis should be put digital/social/internet
- Create and encourage more networking/connective opportunities
- Emphasis on the National Student Advertising Competition should be given by the entire Marketing Department, with resources to match other schools

## Employer Follow-Up Survey

Questionnaires were electronically transmitted to industry practitioners for the purpose of ascertaining their opinions of the quality of the program and its components in terms its service to the industry.

But we did something new: instead of distributing surveys on an every-nth-name basis, the program coordinator secured the cooperation of the Education Coordinators of the Grand Rapids, Detroit, and Chicago professional advertising associations, and they saw to the distribution of the surveys to their respective memberships.

Our intent with this approach was to do more than gather data; we saw an opportunity to enhance our brand without compromising survey results. To secure the involvement of three professional advertising associations is to create no less than three points of contact with each; three opportunities to inform and acquaint key movers and shakers with Ferris State University and with its AIMC program.

One, the education coordinators, instantly receptive to the idea, immediately involved their respective associations' managements. The executives of these three associations looked at Ferris; program, and, perhaps more importantly, they deliberated about Ferris' purpose, in contacting them. Their enthusiastic go-ahead means direct investment in Ferris State University and its program.

Two, the surveys were then electronically distributed to the entire professional populations of these clubs. Personnel in all aspects of the business were exposed to the name Ferris, its program, and key facts about the program, for these were summarized in the survey preface as background on the program, along with a check sheet.

A verbatim comment:

“I have little experience with FSU, but appreciate the U's interest and action in reaching out to professionals. I only wish my Alma Mater, MSU, would do the same. Good on you and good luck!”

Three, these professional organizations have requested to see the survey results. Further investment; additional buy-in; powerful opportunity for continued and ongoing relationship-building with key players in a one trillion dollar industry.

A total of 20 responses were generated, spread over the quadrants of the business: 35% agency, 30% client-side, 25% media, and 10% vendor/supplier. It was intended that the results would be interpreted by analyzing responses from employers of Ferris grads separately from responses of industry persons in general, but the response rate precluded such.

The transmittal letter and survey results follow.

“Ferris State University is currently reviewing its Advertising/Integrated Marketing Communications (AIMC) Major to ensure that the program serves the needs and wants of the industry. Your input is of exceptional value to Ferris and the survey can be completed simply by ‘clicking.’ Your comments are welcome, too. Responses are strictly anonymous; just hit ‘Submit.’ Here's a brief overview of our program to help you.”

“Ferris' program is located in the Marketing Department of its accredited College of Business, as opposed to the traditional location in a college of Communication typical of most universities.”

“The FSU program is instructed from an Integrated Marketing Communications perspective, the precepts of IMC being woven throughout its courses.”

“Reflecting the University's tradition of career orientation in education, all Ferris Advertising/IMC faculty have substantial field experience and Master's degrees, but not all have PhDs, though it has recently tended to emphasize PhD possession over possession of field experience in its hires.”

“Internships are strongly and intrusively recommended, ranging from 3 to 9 credit hours. Membership in Ferris' AAF student affiliate chapter is strongly recommended, as is AAF's National Student Advertising Competition.”

“Membership in Ferris' AAF student affiliate chapter is strongly recommended, as is AAF's National Student Advertising Competition.”

“There's a liberal arts/general education foundation of 50 semester hours: 12 semester hours of Communication Competence courses in English, Speech, Writing; 11 semester hours of Quantitative/Scientific Understanding courses--Math, Biology, etc.; and 27 semester hours of Social Awareness/Cultural Enrichment courses--Psychology, language, literature, speech/debate, additional writing courses, Sociology, Humanities.”

“A Business Core requirement of 30 semester hours in marketing, accounting, management, finance, economics, statistics, business law, etc.”

“An Advertising/IMC Core of 30 semester hours: Marketing Research, IMC Principles, Layout & Production, AIMC Copywriting, Fundamentals of Media, Consumer Behavior, Personal Selling, AIMC Management, AIMC Campaigns, AIMC Career Seminar.”

There are several elective Advertising/IMC courses in Direct Marketing, Public Relations, B-to-B Advertising, E-commerce, Tech Writing, Media Strategy, Marketing for Non-Profit, etc.’

“Ferris State AIMC students augment this with either a Media concentration of 15 semester hours or an Account Services concentration of equal length.”

Q1. How do you rate the pertinence of the LIBERAL ARTS/GENERAL EDUCATION component required in Ferris' Advertising/Integrated Marketing Communications (AIMC) curriculum as part of our graduates' preparation for the field?

	Of little pertinence	Of some pertinence	Of significant pertinence
% of Respondents Indicating	15%	30%	50%

Q2. Ferris AIMC students are required to complete a BUSINESS CORE of 30 semester hours of marketing, finance, management, accounting, information systems, etc. Advertising and Promotion courses aside for the moment, how do you rate the value of the BUSINESS CORE in regard to the following:

	Of little value	Of some value	Of significant value
Entry level preparation for the field	5%	15%	75%
Graduate promotability in the field	5%	35%	50%

Q3. Ferris AIMC students must also take an ADVERTISING/IMC CORE of 30 semester hours. There are additional elective AIMC courses, but just thinking of the CORE for now, how do you rate the CORE AIMC courses as preparation for the field?

	Less complete than other schools	About as complete as other schools	More complete than other schools
	10%	60%	20%

Q4. Ferris AIMC students supplement the AIMC CORE by opting either for a Media concentration or an Account Services concentration. Thinking now just of the agency side of the business, should Ferris offer additional concentration options? (Please select all that apply).

Additional would not be beneficial	Creative writing	Creative design	One w/ writing & design elements	Research/data analysis	Other
15%	95%	95%	95%	95%	10%



Q5. Ferris AIMC students supplement the AIMC CORE by opting either for a Media concentration or an Account Services concentration. Thinking now just of the client side of the business, should Ferris offer additional concentration options? (Please select all that apply).

Additional would not be beneficial	Creative writing	Creative design	One w/ writing & design elements	Research/data analysis	Other
15%	90%	90%	90%	90%	5%

Q6. What is your opinion of the fact that Ferris' AIMC program is offered within a College of Business as opposed to the more typical placement within a College of Communication?

Favor it/ Right Place	Don't Favor it/Wrong Place
85%	15%

Question 6 Verbatim Responses:

“Communication is as broad or as narrow as the subject of life. Business is business. Advertising is business. Make sure the students understand that communication is wonderful. Effective communication focused on an objective is BUSINESS. Or politics. But advertising IS business. Huh. Come to think about it...maybe political science should be in the school of business. Yes. No question.”

“Favorable”

“I think it's great.”

“I think it makes sense. I had a communications major with a business minor.”

“I think that it makes a lot of sense.”

“I was marketing major who took ad classes. I may be biased, but advertising is a part of marketing and makes sense to be in the business school. It doesn't matter, either option works.”

“It appears to be a broader business education which I believe will serve them well.”

“It is a very good idea to have it the Business College. As Marketing and Advertising become more and more accountable, having an understanding of how it relates to other functions within a company is critical.”

“It should be offered in the College of Communication.”

“Not sure if it matters, but the marketing end of it seems to fit best in a College of Business.”

“Placing it in a College of Communications would absolutely be a preference. Advertising as a discipline has too many creative elements to be totally effective in a College of Business. Coursework in a College of Business is preferred over "business courses taught in a College of Communications. For example, creative writing emphasis is much preferred over emphasis on business writing.”

“This is an area of differentiation and makes graduates more flexible and adaptable to different types of environments.”

“While there is some convergence with respect to communications and marketing, advertising/marketing is far more action oriented and pro-active with the focus of generating response. I believe you would have students with a better understanding of how the real world works structured the way you are.”

Q7. What importance do you assign to the following?

	Not particularly important	Somewhat important	Very important
Advertising faculty having substantial field experience	0%	0%	<b>100%</b>
Advertising faculty having Ph.D.s	<b>70%</b>	30%	0%

Q8. How do you rate the value of the following in terms of preparation for the field?

	Of little value	Of some value	Of significant value
Student participation in the AAF National Student Advertising Competition (NSAC)	10%	<b>50%</b>	40%
Student internships	0%	10%	<b>90%</b>

Q9. For entry level jobs, what is your perception of the level of preparation of Ferris AIMCgrads, compared to grads of other universities?

Less prepared	About equally prepared	Better prepared
0%	<b>80%</b>	5%

Q10. Compared with grads from other advertising programs in general, how promotable are Ferris AIMC grads?

Less promotable	About equally promotable	More promotable
0%	<b>80%</b>	20%

Q11. Please indicate the basis upon which you are answering.

Ferris grads	Graduates in general
5%	<b>95%</b>

Almost Done! We'd appreciate your responses to question 12 in terms of whether you (a) have experience with graduates of Ferris' Advertising program, or (b) do not, but can answer in terms of experience with advertising grads in general. First, please indicate the basis for your responses.

Please indicate how prepared you think the grads you indicated in Q11 are in the following areas:

	Very unprepared	Somewhat unprepared	Somewhat prepared	Very prepared
Knowledge of marketing/business	6%	17%	<b>78%</b>	0%
Knowledge of IMC	12%	41%	<b>94%</b>	6%
Computer literacy	0%	0%	41%	<b>59%</b>
Administrative management skills	28%	22%	<b>39%</b>	11%
Self-confidence	0%	17%	<b>61%</b>	22%
Professionalism	17%	22%	<b>50%</b>	11%
Interpersonal skills	6%	11%	72%	11%
Knowledge of Digital Media	0%	28%	<b>39%</b>	33%
Communication/presentation skills	11%	<b>56%</b>	28%	6%
Ability to contribute quickly	0%	28%	<b>68%</b>	6%
Eagerness to learn	0%	28%	<b>56%</b>	6%

Q13. How can Ferris State University better prepare its AIMC students for employment upon graduation and/or be more promotable?

“Bring in teachers who are real-world people. Those who are not persistent and full-time faculty, but those that can teach the up-to-the-minute skills and experiences. The industry is changing yearly and what worked 2 years ago is no good now.”

“Eliminate the attitude of entitlement and help them understand that the only success that can be found in this business is a result of passion, discipline, consistency and though the public doubts it, integrity.”

“Final semester(s) should emphasize in great detail the preparation of students for the "real" world.”

“Fully embrace digital media/communication with possible area of concentration. This is where the jobs will continue to be plentiful.”

“I think the most important thing is to have internship experience. Furthermore, I think having a broad understanding of all the components of advertising is very important. I would stress design/printing basics, as well as direct mail concepts is very important as many entry level jobs deal with this area.”

“If I had a dollar for every student who says ‘I chose marketing/PR because I like people’, I’d be rich. Whenever I hear this comment, I’m immediately turned off. To me the job is about skills - writing, project management, design, etc.”

“Lots and lots of presentations. Lots of role playing and real-life projects.”

“Practical experience and knowledge about what the work climate is and the skills needed.”

“Prepare graduates with realistic expectations with regard to the actual entry level jobs they are qualified for and the importance of on-the-job training and team work. Business conduct, dress, and ethics are of high importance.”

“They have to understand that there is a fine line between having their degree, and how the business world actually works. They need to protect themselves on a professional level, and know that just because they now have their degree, they still have a lifetime of learning ahead.”

Q14. Do you see industry trends that the Ferris AIMC program should address?

“Besides that facts that there are limited jobs and the pool is shrinking daily, they would be best poised if they have a working knowledge of analytics that attempt to capture ROI.”

“Digital and social media.”

“Digital and social networking and media.”

“Digital, multi-platform, integrated”

“How does social media participate in the IMC arena? What are the underlying psychological drivers that contribute to giving any weight to social media?”

“Ongoing re-definition of the individual based on the ever, exploding opportunities to SELL or influence. Specialization is great, but not very long lived.”

“Only that more and more digital specific work will be emphasized. But most of the actual writing that I have seen has been absolutely terrible!! Students have to shake the bad habits they have picked up from text messaging and learning other short cut systems. For our society this is a terrible condition”.

“The fact that you are addressing the major as an integrated marketing degree, is a step ahead of most schools.”

“I have little experience with FSU. But appreciate the U's interest and action in reaching out to professionals. I only wish my Alma Mater, MSU, would do the same. Good on you and good luck!”

“I work at a non-profit, but have a degree in Advertising and Public Relations. There are so many marketing and advertising opportunities at non-profit organizations, I think students need to be informed about opportunities outside of working at an agency.”

“Internships seem like a great way to have students know what they're getting into and what area they should focus on upon graduation.”

“Overall, I would say the program is consistent with most others.”

To help us analyze the data, please indicate your area of employment and area of responsibility in the following questions.

Q15. I primarily work on the:

35%	Agency side
30%	Client side
25%	Media side
10%	Vendor/supplier side

Q16. My primary area of responsibility:

35%	Creative
30%	Client/Account Services
20%	Management
25%	Media
5%	Media Cable Advertising Sale
5%	Writer/Producer

## Key Industry Findings & Conclusions

Industry practitioners highly favor the business core and the program's location in the College of Business. It favorably differentiates us.

75% indicate the business core to be of significant value as preparation for the field

85% favor the College of Business location

60% of respondents rate the AIMC core as "about as complete as other schools", with another 20% finding "more complete than other schools". More familiarity will change this.

Industry practitioners overwhelmingly favor adding additional concentrations

95% favor adding a Research/Data Analysis major, with one respondent expressing that "Most schools don't offer this but it is very important".

95% favor adding a Creative Concentration of some kind – writing only, design only, or one combining writing and design.

Practitioners are adamant that faculty with field experience are best able to prepare students for the field. This implies that they approve of the university's historic career orientation and want it continued.

100% rate having field experience as "Very Important".

70% rate having a PhD as "Not Particularly Important".

Practitioners overwhelmingly favor experiential learning.

90% rate internships to be "Of Significant Value," with another 10% rating them "Of Some Value". Does this suggest required internships?

40% rate National Student Advertising Competition to be "Of Significant Value", with another 50% rating it "Of Some Value"

Practitioners rate Ferris favorably with other schools in terms of students being prepared for the field. Not bad, but not good enough.

80% rate Ferris AIMC "About Equally Prepared", with an additional 5% rating them "Better Prepared"

The importance of digital media and the necessity of preparation in it is emphasized in practitioners' verbatim comments. This relates to their stressing a Research/Data Analysis focus. ("Build it and they will come.") Analytics/Analysis is receiving more stress because digital has made precise consumer/media/product data more available.

## **Current Students Survey**

Program majors were emailed surveys to ascertain their perceptions of the program, with 16 of 78 responding, for a return rate of 20.5%.

**"Thank you in advance for participating in this survey. All of your responses to this survey will be kept strictly confidential. As part of the Academic Program Review process at Ferris State, students enrolled in curricula are periodically surveyed. The goals of this process are to better understand student perceptions of, in this case, the Advertising program and to serve as a basis for the improvement of any areas identified as being problematic. Please candidly respond to each of the following questions."**

(Shown on next page).



**1 Please indicate your level of satisfaction with each of the following.**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
Availability of my program advisor	0%	0%	25%	<b>75%</b>	0%
Willingness of my program advisor to help me	0%	0%	32%	<b>69%</b>	0%
Quality of career advising in the program	0%	0%	38%	<b>63%</b>	0%
Quality of class-related advising in the program	0%	0%	38%	<b>63%</b>	0%
Quality of instruction in my advertising classes	0%	0%	32%	<b>69%</b>	0%
Opportunities for interaction with faculty in the program	0%	0%	38%	<b>57%</b>	7%
Quality of library holdings in advertising	0%	19%	31%	13%	<b>38%</b>
Quality of the professional organization in the program	6%	19%	25%	<b>44%</b>	6%
Helpfulness of the departmental office staff	0%	6%	31%	<b>63%</b>	0%
Helpfulness of the College of Business office staff	0%	0%	31%	<b>63%</b>	6%
Availability of the Marketing Department head	0%	0%	19%	38%	<b>44%</b>
Helpfulness of the Marketing Department head	0%	0%	19%	38%	<b>44%</b>
Quality of advertising courses	0%	0%	38%	<b>63%</b>	0%
Quality of general education courses	0%	20%	<b>60%</b>	20%	0%
Quality of Business core courses	0%	31%	<b>38%</b>	31%	0%
Quality of Marketing core courses	6%	0%	31%	<b>50%</b>	0%
Desirability of advertising internship experience	0%	19%	<b>31%</b>	38%	13%
Quality of computer hardware and software available	0%	20%	33%	<b>40%</b>	7%
Availability of computer facilities	0%	25%	31%	<b>44%</b>	0%
Quality of classroom facilities	0%	0%	31%	<b>70%</b>	0%
Fairness of grading in advertising courses	0%	0%	38%	<b>63%</b>	0%
Professional competence of advertising faculty	0%	0%	19%	<b>75%</b>	6%
General quality of College of Business facilities for students	0%	6%	25%	<b>69%</b>	0%
General quality of Ferris facilities for students	0%	0%	<b>50%</b>	<b>50%</b>	0%
Quality of Ferris student life	0%	19%	25%	<b>56%</b>	0%

**2 Please indicate the level of helpfulness each of the following courses have been in helping you to understand the principles and practice of advertising, marketing and integrated marketing communications.**

	Very Unhelpful	Somewhat Unhelpful	Somewhat Helpful	Very Helpful	Not Applicable
Principles of Advertising	0%	0%	31%	<b>63%</b>	6%
Advertising Layout and Production	25%	6%	6%	13%	<b>56%</b>
Advertising Copywriting	0%	0%	19%	<b>50%</b>	31%
Fundamentals of Advertising Media	0%	6%	13%	<b>50%</b>	31%
Advertising Media Strategy and Planning	0%	6%	13%	<b>50%</b>	31%
Advertising Management	0%	0%	13%	<b>25%</b>	16%
Advertising Campaigns	0%	0%	6%	31%	<b>63%</b>
Business-to-Business Advertising	0%	0%	19%	31%	<b>50%</b>
Retail Promotion	0%	0%	0%	0%	<b>100%</b>
Direct Marketing	0%	0%	6%	13%	<b>81%</b>
E-Commerce	0%	0%	6%	19%	75%
Principles of Marketing	0%	27%	13%	27%	33%
Principles of Salesmanship	0%	0%	0%	6%	<b>94%</b>
Consumer Behavior	0%	0%	31%	25%	<b>44%</b>
Marketing Policy	0%	0%	0%	51%	<b>88%</b>
Business core courses (MKTG, MGMT, ECON, ACCT, STQM, FINC, BLAW, etc.)	0%	25%	<b>38%</b>	19%	19%
General education courses (HUMN, ENGL, COMM, MATH, Science, etc.)	0%	20%	<b>60%</b>	20%	0%

**3 Please indicate your level of satisfaction with the effectiveness of the courses you have taken at Ferris in developing your skills in the following areas.**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
Written communication	0%	0%	<b>50%</b>	<b>50%</b>	0%
Oral communication	0%	0%	<b>56%</b>	44%	0%
Professionalism and ethics	0%	0%	<b>50%</b>	44%	6%
Marketing	0%	0%	31%	<b>56%</b>	13%
Research and library	6%	25%	31%	<b>38%</b>	0%
Quantitative	0%	25%	25%	<b>50%</b>	0%
Administrative/management	6%	19%	<b>31%</b>	<b>31%</b>	13%
Problem solving	0%	6%	<b>50%</b>	38%	6%
Creative	0%	13%	19%	<b>63%</b>	6%
Critical thinking	0%	6%	<b>44%</b>	<b>44%</b>	6%
Computer	13%	6%	<b>38%</b>	<b>38%</b>	6%

When you look at the new Advertising/Integrated Marketing Communications check sheet, you notice that it gives majors the option of selecting a media concentration or an account services concentration.

**Are there any other concentrations that would be beneficial? (Please indicate your choices.)**

- 6.3% No others
- 31.3% Creative writing
- 56.3%** Creative design
- 75.0%** One with both creative writing and design elements
- 12.3% Research/data analysis

### **How did you discover the Advertising program?**

“I heard about it through one of Ferris' former students who was in the program and said it would be good for me.”

“I needed to find a degree that was related to graphic design”

“I studied a little advertising in high school so when I was looking for a college I picked it out on the brochure of possible majors.”

“I took career tests in the counseling office.”

“I wanted to change my original major and went to the career center to try to find out what would be the best fit for me. After taking the test, the result was Advertising Executive.”

“I was in Graphic Design and did not want to continue on to the Bachelor's program. So I decided to switch into Advertising.”

“I was looking for a new major and found it on the website”

“Looked at the FSU degrees when wanting to switch from Visual Design”

“My counselor in High School”

“Researched it myself, Word in the Industry says Ferris is the best for Media. I was interested in Media, so I decided to go to Ferris.”

“Researching colleges that had an Advertising program in Michigan”

“Through people already in the program”

“Through research and friends”

“Through the website and other pamphlets.”

“Tom Mehl's Principles class”

“When I was looking for which university to go to, I looked at the programs offered.”

## **What do you like about the Advertising program?**

“All advertising advisors are very friendly and willing to help. They also try to give the most insight into the "real world" as they can and provide students with the best advice they know how.”

“All of the professors are very helpful”

“I like all three professors: Tom Mehl, Susan Jones, Paul Jackson. I am graduating soon, and I would just like to say thank you.”

“I like the classes and the professors. Their stories about the advertising world are very helpful in helping us understand what we will be experiencing.”

“Allowed me to combine creative and logical thinking”

“Allows creativity”

“Being able to express yourself through your work and being around people are excited about the same things you are when it comes to the program and to the field of study.”

“I haven’t taken many classes in advertising yet, so I’m not too sure; I have been taking my business core classes.”

“I like that you are almost ensured a job, and that it is combined with the business core instead of the journalism core, so we are getting better information.”

“It's a creative side to the business world.”

“It is a very interesting program and allows us to gain knowledge in the classroom in a professional way.”

“My favorite thing about the Advertising program is that the Industry experience the professors have give valuable insight into the industry, and teaches us how to prepare for our career.”

“That you get the business side”

“The flexibility of class choice.”

“The professors have real experience and they get to know their students.”

“Classes apply real world ideas and processes”

**What would you like to see improved about the Advertising program?**

“A few more advertising classes. Maybe require an internship or two.”

“Ad layout needs to actually be about ad layout. When I took the class in Fall of 2008 it was like taking a second ad copy class. I happened to be in ad copy the same semester and we learned the exact same things with maybe a few exceptions. I think this class should be more of a design class...how to lay out an advertisement, not just how to write the copy for one.”

“DIGITAL!!!!!!!!!!”

“Help us be more aware of what we need to be doing. Such as what classes and what internships to be taking.”

“I would like to see more of a concentration on the business/account areas of advertising with the other choices of the art/media side of advertising or a combination of the two (a general advertising degree). I think this would help Ferris students stand out after graduation.”

“I would really like to see a creative Strategy Class!”

“I’m not sure; I’m still only a freshman so I can’t really say for I have only taken Principles of Advertising.”

“Less math class required (STATS, ACCT,)”

“More creative classes such as copywriting and other design classes”

“More design aspect classes.”

“Some classes need to be taught better. I had a class that was identical to a class I took earlier and I feel that my money was wasted on a class that I already took.”

“The ad layout class was like taking copy all over again. The design class I had, I felt that I didn't learn anything in. I also felt like the teachers didn't care what we learned because we were not graphic design students.”

## Additional comments

“Digital digital digital...it’s the new hit thing in advertising!”

“I think that more promotion should be done within classes to join ad Group. This is a great RSO on campus that helps students to gain a greater connection into the advertising world and should be brought up more in the advertising and marketing classes. Overall I am happy with the education that I received at Ferris”

## For coding purposes only, please answer the following questions.

Academic standing:

<b>56.3%</b>	Senior
12.5%	Sophomore
8.8%	Freshman
6.3%	Junior

## Key Student Survey Findings & Conclusions

Majors have positive feelings, attitudes, and experience with AIMC faculty as advisors and as classroom instructors.

75% are “Very Satisfied” with quality of advising; none indicate dissatisfaction

69% are “Very Satisfied”; with quality of instruction; none indicate levels of dissatisfaction

There are numerous verbatim comments re favorable opinions of AIMC faculty

Majors have positive feelings, attitudes, and experience with AIMC faculty as advisors and as classroom Majors have positive feelings, attitudes, and experience with the quality of the office staff.

63% are “Very Satisfied”

Majors have favorable opinions regarding faculty competence

75% are “Very Satisfied”

Majors want to see the addition of a creative/writing concentration. In this they parallel industry practitioners. This ought to tell us something.

75% want a concentration that includes both writing and design.

There are repeated verbatim comments calling for additional creative classes

Students like the classroom facilities

70% are “Very Satisfied”

Students are aware of the emergence of the importance of digital and want to see courses that deal with it, as expressed in their verbatim comments



## Faculty Perceptions

Emailed questionnaires were sent to College of Business Faculty to assess their opinions of the AIMC program. Nineteen faculty responded.

### Advertising Program Review – Faculty Survey

The Advertising program is currently up for Program Review and we'd appreciate your perceptions of the program in order to strengthen its utility and purpose. All responses are strictly confidential. They'll be combined with others and shown in statistical form only, verbatim comments expressed in complete anonymity.

- 1 Please indicate your level of agreement with each of the following statements regarding the Advertising program.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The Advertising program is valuable to the Marketing Department and College of Business.	5.30%	0%	0.50%	<b>84.20%</b>
The Advertising program is valuable to the University in general.	5.30%	0%	21.10%	<b>73.70%</b>
Advertising students are at least as well prepared as other students.	0%	0%	44.40%	<b>55.60%</b>
The Advertising program has sufficient support staff to be effective.	5.60%	0%	<b>77.80%</b>	16.70%
The Advertising program has sufficient technology to be effective.	0%	0%	<b>72.20%</b>	27.80%
The Advertising program has sufficient physical resources (classrooms, etc.) to be effective.	0%	11.10%	<b>61.10%</b>	27.80%
The Advertising program has what it takes to be one of the best in the country.	0%	22.20%	<b>44.40%</b>	33.30%

2 Please indicate your level of satisfaction with each of the following elements of the curriculum.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Written communication skills	5.60%	5.60%	<b>50.00%</b>	38.90%
Oral communication skills	0%	5.60%	44.40%	<b>50.00%</b>
Professionalism and ethics	0%	16.70%	27.80%	<b>55.60%</b>
Marketing skills	0%	0%	38.90%	<b>61.10%</b>
Research and library skills	0%	22.20%	<b>55.60%</b>	22.20%
Quantitative skills	5.60%	27.80%	<b>50.00%</b>	16.70%
Administrative/management skills	0%	0%	<b>66.70%</b>	33.30%
Problem solving skills	5.60%	11.10%	<b>50.00%</b>	33.30%
Creative skills	0%	0%	41.20%	<b>58.80%</b>
Critical thinking skills	5.60%	5.60%	<b>55.60%</b>	33.30%
Computer skills	5.60%	5.60%	<b>44.40%</b>	<b>44.40%</b>
Overall capability of the students you have taught	0%	0%	<b>55.60%</b>	44.40%

Please use this space to elaborate on your answers to any of the above questions.

(No responses.)

**What are two or three of the Advertising program's strengths?**

“Faculty have field experience; faculty are genuinely student-oriented; program is well connected with professionals in the field.”

“Hands-on learning”

“Practical. Hands on. The Advertising club.”

“Professors have real-world experience and valuable contacts with industry leaders and trade groups The program combines learning of vital concepts and theories with hands-on learning and current applications Students are prepared to obtain and succeed in good entry-level jobs, even in a difficult economy”

“Strongly committed faculty, industry connections, relevant content.”

“Students are very creative”

“The program has committed faculty members, solid enrollment, and excellent facilities.”

**How can the Advertising program be improved?**

“Additional physical and staff resources”

“Mandatory internships”

“More up to date facilities and technology”

“Take another basic math class, computer class beyond ISYS 105, look more seriously at writing skills; require some papers with critical thinking, not just cut and paste from Wikipedia (don't assume ad students don't need to write).”

“The program needs to offer its coordinator at least 1/4 paid release time with measurable objectives for that release time. Currently the coordinator teachers a full load with multiple preps and is granted no release time or extra compensation.”

“My responses to questions surrounding the level of resources "to be effective" may be misconstrued: I consider the program to be currently quite effective, however I do not believe it has the resources it needs to reach its full potential.”

“The program needs a greater physical presence, for recruitment purposes and for retention.”

“Their creative skills are good, but their quantitative skills are terrible (cannot even do an average or percent), computer skills outside email, drawing, and facebook are almost non-existent.”

“There is no place on your survey to indicate I have insufficient knowledge.”

“We have a fine program. The comments above are only a suggestion for continuous improvement”

## **Key Faculty Survey Findings & Conclusions**

Faculty favor the career orientation of the program; the “hands-on” learning approach

They favor the field experience possessed by AIMC faculty

There is evidence that faculty believe the program would benefit from having a program coordinator with release time.

A significant number of verbatim responses go to the need for enhanced physical resources.

Faculty regard the program as important to the College of Business and to the university.

84% rate it as “Very Important” to the COB

74% rate it as “Very Important” to the university

## Advisory Committee Perceptions

Input was obtained via both email questionnaire and the same questionnaire completed on premises during an advisory committee visit to this campus.

**Thank you in advance for participating in this survey. All of your responses to this survey will be kept *strictly confidential*. In the event that you need to re-familiarize yourself with the details of the Advertising curriculum, a program description and a program check sheet have been included for your review.**

### **What do you consider to be the greatest strengths of Ferris' AIMC Program?**

“Mixes traditional programs and therefore creates a differentiator for Ferris.”

“Thorough curriculum, creative facilities, passionate instructors.”

“Good breadth of courses”

(Not readable)

“A desired program that's hits the core disciplines and focus areas.”

“Mixes traditional programs and therefore creates a differentiator for Ferris.”

“Thorough curriculum, creative facilities, passionate instructors.”

“Good breadth of courses”

(Not readable)

“A desired program that's hits the core disciplines and focus areas.”

### **What do you consider to be the greatest weakness of the program?**

“Not sure what that might be, but there will be a challenge getting the message out to potential students”.

“Difficult to specialize, when limitations on staff.”

“As we discussed, I like the idea of adding the 3rd category for the graphic designers that leave their program.”

“Have areas for specifics”

“Comprehensive but not complete program- Creative focus a major area for growth.”

**What do you consider as the greatest opportunities available to Ferris’ AIMC Program in today’s business and educational environment?**

“Again getting the message to High School students”

“Capitalize on growth, history and placement.”

“Business needs thinkers and problem solvers more than the “Worker Bee.” These programs offer the necessary cross over skills which is key.”

(Blank)

“The fact that graduates come out with more than head knowledge, but real world experience.”

**What do you consider to be the greatest threats facing the program?**

“Confusion to the Market”

“Financial support and the economy”

(Not readable)

“Bottlenecks for more popular classes-professors, lack of interest in some areas.”

**Please give us your candid perception of the overall quality of Ferris’ AIMC Program.**

“I think it will take a good business school program and make it great.”

“Strong, expertise, high placement, great instructors, diverse teaching opportunities.”

“I only quickly reviewed it but my first impression is great.”

“Good”

“Well conceived, well structured, well received.”

**How does your perception differ from what you perceive to be the perception of other advertising/marketing/IMC decision-makers about Ferris’ Advertising Program?**

“It takes the next step”

“I had no preconceived notion.”

“Not a comprehensive professional career oriented program”

**Based upon what you know of Ferris’ advertising graduates, how are Ferris’ advertising graduates different from the graduates of other advertising programs?**

“I don’t have the background to comment”

“Real world preparation and realistic expectations”

“Ready to work, ready to construct, ready to make a difference”

**How can Ferris better prepare AIMC graduates to be more employable and more promotable in the future?**

“Understand and embrace the soft skills along with process knowledge they learn. I work with brilliant people that can’t hold a conversation.”

(Not readable)

“Raise the standard of the program, certificate programs, graduate placement and faculty and staff.”

## **Key Professional Advisory Committee Survey Findings And Conclusions**

(All responses in this survey were verbatim; none were quantitative)

### **Strengths:**

Committee members like the curriculum. They favor and in fact champion its IMC focus, both in terms of best service to industry and as a differentiator for Ferris.

They like the “passion” of the faculty.

### **Weaknesses:**

The program needs creative concentrations



## SECTION 3

### Profile of Students, Enrollment, and Program Capacity

Five years ago the previous Advertising APR document observed that enrollments were depressed from earlier times and at levels of 50 to 55 students from year to year.

Five years later, at the beginning of Fall '08 semester the program had an enrollment of 76, according to departmental records, and 68 according to university records. Internal records at one point in Spring of '09 showed an enrollment of 87 majors, including double majors, fresh transfers, and including students in who were enrolled in University College, but who were actually following the Advertising check sheet. Using the more conservative figure of 76, we still see an enrollment increase of 38 percent from five years ago.

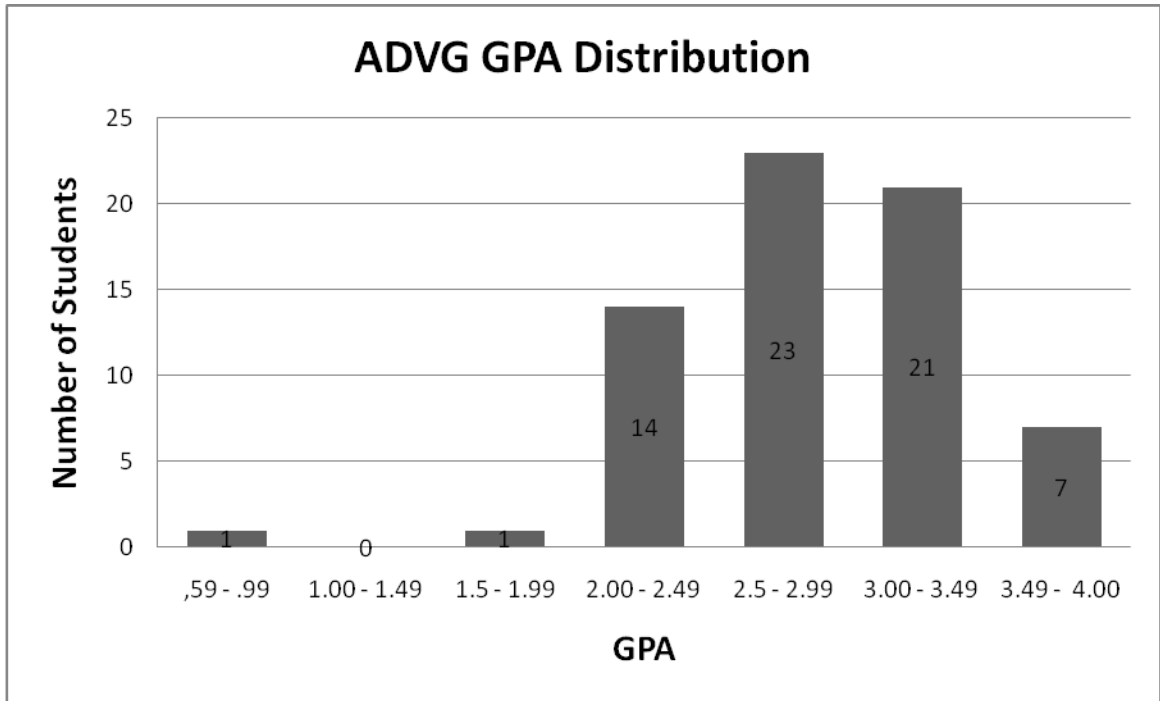
Causal factors include better marketing, a university with a healthier brand, and a more business-friendly, optimistic cohort of prospective students.

The Millennial generation is twice the size of the generation before it. The program needs to capitalize on this according to the plans for doing so as given in the Program Goals & Objectives section.

Fall 2008 Enrolled Students (Aug 11, 2008)

Number of students enrolled in Advertising Program, by Student type

Continuing	55
Internal	7
Transfer	
Readmit	0
Transfer	2
FTIAC	12
Total	76



Percentage of students with a cumulative GPA of 2.5 or higher: 75%

Percentage of students with a cumulative GPA of 3.0 or higher: 41%

The average GPA of all ADVG students is: 2.86

## Access

Prospective students have multiple entry points into the program. It receives transfer students from universities and community colleges in accord with COB entry standards. For high school students seeking entry the program uses university and COB admission standards as its own. AIMC receives entrants who change majors according to the same standards.

It should be observed that when some other university programs were discontinued, their function as “feeders” to the advertising program also ended. Considerable enrollment was formerly generated from the two-year journalism program, for example.

To that end, a “soft landing” in the form of a program-specific circumstance has been created for Graphic Design majors who do not pass portfolio review, and who wish to remain enrolled at Ferris in a creative program. It is presently available only to students who achieve their AAS in Graphic Design.

Entry is also facilitated through all-semester course offerings. Program courses, including some AIMC-specific ones, are offered in summer sessions, and entry into the program in either the Fall or the Winter semester is possible in that the program is not lock-step.

Moreover, the College of Business continues to add on-line versions of courses that students may complete at home for the summer or while on internships. This is a happy outcome particularly in bad economic times (as while this is being written) for a quartet of reasons. One, it gives students opportunities to take courses during the summer, at reduced living costs; second, it affords opportunities to complete classes while on internships during the Fall and Winter semesters, and third, some companies in the industry are turning to low-cost and unpaid internship labor help during hard times. All entities benefit from this, helping make Ferris and its program a hero to these stakeholders.

Fourth, it all increases the opportunity to complete the program in four years, much to the relief of cash-strapped parents and students funding their way via loans, and to the satisfaction of the university president who champions four-year graduation.

## **Curriculum - AIMC Course Descriptions & Check Sheet**

To save APRC time, as it is well versed in the General Education and Business Core Requirements, described here are the new AIMC courses, with the program check sheet on a following page.

AIMC 222: Principles of Advertising/IMC (replaces ADVG 222). Scope and purpose of integrated marketing communication (IMC); IMC cycles; writing copy; slogans; trademarks; methods of visualizing; layout; print production, broadcast production; outdoor; direct mail; specialty; point-of-sale, sales promotion; publicity; product placement; social media. Lecture/discussion: 3 credit hours Prerequisite: None  
Term offered: Fall Spring, Summer

AIMC 301: Advertising/IMC Career Seminar (new course offering). Group discussions, projects, activities, field trips, and guest speakers; designed to enable the student to prepare for entering the AIMC profession. Seminar includes resume and cover letter development, developing a personal marketing plan, job search, interviewing, employee benefits, the job offer, career planning and other current topics. Lecture: 2 credits  
Prerequisite: None Term offered: Spring

AIMC 312: Layout & Production (replaces ADVG 312 Layout & Production). Techniques in building the printed advertisement and television story boards; visualization of appeal; principles of design; indication photography and illustration; color usage; production processes; the use of typography as a design element; a brief introduction to printing and paper stocks; preparation of layout for various media (includes use of mock-ups and prototypes. Lecture/discussion/lab: 3 credit hours (two hours of lecture with two hours of lab) Prerequisites: AIMC 222 Term offered: Fall

AIMC: 324 Advertising Copy (replaces ADVG 324 Advertising Copy). Nature and purpose of advertising/IMC copy, essential principles of construction. use of specific product benefits and selling points, headline writing, use of human interest material, preparation of radio and television commercials, print ads, and supplementary media, copy presentation skills. Lecture/discussion: 3 credit hours Prerequisites: AMC 222, ENGL 250 Term offered: Spring

AIMC: 334 Fundamentals of Media (replaces ADVG 324 Fundamentals of Advertising). An introductory examination of the advertising media industry with particular emphasis on the individual media themselves. Focuses on understanding the role of, examining the structure of, and gaining a working knowledge of the use of the individual media. Project assignments focus on analysis and application of space/time rates and research data pertaining to the individual media. Lecture/discussion: 3 credit hours Prerequisites: AIMC 222 Term offered: Fall

AIMC 375: Business-to-Business Advertising/IMC (replaces ADVG 375 Business-to-Business Advertising). A study of business-to-business advertising/IMC strategies and techniques with emphasis on its use in improving the salesperson's productivity. Explores business market places and industrial purchasing behavior, IMC department organization and integration with other marketing efforts, focusing on a detailed review of the creative and media functions performed in the context of business-to-business marketing and sales objectives. Lecture/discussion: 3 credit hours: Prerequisites: AIMC 222, Junior Status Term offered: Spring, Summer

AIMC 376: Media Strategy and Tactics (replaces ADGV 376 Advertising Strategy and Tactics). A detailed examination of the process of developing IMC media strategy and the building and execution of an IMC media program. Emphasis is placed on understanding the functional relationships affecting and within advertising media planning and the emergence of an effective media program from this planning activity. Project assignments focus on using and understanding advertising media concepts, research data and on structuring IMC media plans. Lecture/discussion: 3 credit hours: Prerequisites: AIMC 334 Term offered: Spring

AIMC 486: Advertising/IMC Management (replaces ADVG 486 Advertising Management). Problems of advertising/IMC management from viewpoint of national, international or regional advertiser, or advertising agency. Includes principles of management, organization, preparation and presentation of IMC plans, budget and cost controls, agency relations, personnel management and evaluations of effectiveness. Lecture/discussion: 3 credit hours Prerequisites: AIMC majors with senior status, or instructor permission Term offered: Fall

AIMC 488: Advertising/IMC Campaigns (replaces ADGV 488 Advertising Campaigns. Advertising/AIMC majors only. Includes the development of a complete Integrated Marketing Communications Campaign, including primary and secondary market research, creative strategy and execution, media strategy and planning, message pre-testing, sales promotion, and push/pull campaign strategy. Explores presentation techniques and requires presentation. Lecture/discussion: 3 credit hours Prerequisites: ADVG 312, 324, and 334 Term offered: Fall

AIMC 491: AIMC Internship (replaces ADVG 491). Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 15 weeks with total hours approved by the department head. Prerequisites: completion of 60 credit hours and department approval. Term offered: Fall, Spring, Summer

## **Quality of Instruction**

Tenured faculty members Susan Jones, Paul Jackson, and Thomas Mehl are assigned to deliver AIMC course work. All three professors serve as advisors for program majors, with Thomas Mehl being the Program Coordinator. He is also the advisor for the AdGroup RSO and also for the National Student Advertising Competition.

All three faculty maintain memberships in relevant professional organizations to provide and glean networking benefits, up-to-date knowledge, research intelligence, and trends in the industry, including those affecting student opportunities and employment.

All three professors consistently receive high scores on Student Assessment of Instruction instruments (SAIs), and while it's outside the contract to provide individual faculty scores, it can be said here that the three professors combined scores typically are in the 4+ category (on a scale to 5) for "Quality of Instruction/I Would Rate This Professor As Excellent".

Further evidence of quality of instruction and program quality is revealed students' ratings of program courses as provided in their APR survey responses, documented on earlier pages.

The instructional environment is very positive. The causes? Frequent communication, both formal and informal, among faculty within and without the major, between faculty and administrators, and to a degree not seen previously, with stakeholders including students, programs serviced, and industry professionals.

Inter-departmental and inter-college collaboration are also at levels not previously seen. Support and empowerment are now patterns to emulate rather than to deter. It all comes from skillful, involved management at several levels across the institution. The program, the department, the college, and the university appear to be on the cusp of greatness.

Vitae of AIMC faculty are in the appendix.

## **Service to Non-Majors**

The shift in course content to an integrated marketing communications focus from the former straight- advertising orientation is of significant benefit— actually huge benefit – to other majors within and without the College of Business. AIMC faculty have been aware of this for some time and have infused increasing amounts of IMC into their courses over time. That focus is now formalized, the better to garner the benefits that come from formalization. The APR process is a fine model of such.

For best understanding of why the IMC paradigm is so much more valuable to other majors it is helpful to know that for many people, including an astonishing number of people in business, “advertising” and “promotion” are synonymous terms; that they mean about the same thing. That’s like thinking a rake’s about the same as a shovel because they’re both garden tools. Those educated in promotion know that there are different forms of promotion and that each has distinct utilities, strengths, and weaknesses. One rakes a lawn with a shovel at terrible cost because of the numbing foolishness of using a tool in a way it was never intended. Unfortunately, the right choice of promotional tools isn’t as obvious as it is for garden implements.

Productive people are aware of the array of tools available to them, the purposes for each, and how each operates. That’s why the value of AIMC orientation is so high, and why AIMC courses as electives and certificates for non-majors are so valuable. A substantial number of non-AIMC majors will have career positions with responsibilities which require them to promote and market their businesses, whether they be pro shops, bands, retail operations, catering services, resorts, or health care operations, restaurants, or sound studios. With knowledge and skills gleaned from AIMC class(es), the student learns that she/he can use planned publicity, event-staging, event planning, viral marketing; digital media, and sales promotion to produce results even when there’s no money available for advertising. The AIMC orientation has great benefit for non-majors even as the program benefits its own industry and its own majors.

The AIMC Principles course is required by most programs in the COB, including its largest. Other courses within the major are desirable electives for a large number of

programs. Elective courses include AIMC 324 (Promotional Writing), AIMC 375 (Business-to-Business), AIMC 312 (Layout & Production), and AIMC 324 (Fundamentals of Media). Other valuable courses include a host of Public Relations courses related to the AIMC major, and direct marketing and E-commerce courses, also a part of IMC.

Enrollments in these courses increase because of the presence of the program. Graduates' successes increase because of the presence of the program. All ships rise on a good tide.

## Degree Program Cost & Productivity Data

AIMC specific-program faculty also teach marketing, direct marketing, and E-commerce courses for both the AIMC major and other majors.

The data here were culled from Institutional Research & Testing's Ferris State University Productivity Report for Fall of 2003 through Spring 2008.

The advertising courses measured (the report pre-dates AIMC) are:

ADVG 222 – Principles of Advertising  
 ADVG 312 – Layout & Production  
 ADVG 324 – Advertising Copy  
 ADVG 334 – Fundamentals of Media  
 ADVG 376 – Media Strategy and Tactics  
 ADVG 488 – Advertising Campaigns

### ADVERTISING STUDENT CREDIT HOURS/FTEF FOR 2003 – 2008

<u>Year</u>	<u>Summer</u>	<u>Fall</u>	<u>Winter</u>	<u>F + W (a)</u>
2003-04	126	671	705	1,376
2004-05	117	751	742	1,493
2005-06	84	633	798	1,431
2006-07	133	600	651	1,251
2007-08	102	537	582	1,119

### FULL TIME EQUATED FACULTY

<u>Year</u>	<u>Summer</u>	<u>Fall</u>	<u>Winter</u>	<u>F+ W (b)</u>
2003-04	.5	2.17	2.17	2.17
2004-05	.42	2.50	2.55	2.52
2005-06	.5	2.50	2.63	2.56
2006-07	.75	2.25	2.33	2.29
2007-08	.5	1.75	2.00	1.88

### SCH/FTEF

<u>Year</u>	<u>Summer</u>	<u>Fall</u>	<u>Winter</u>	<u>F+W (a/b)</u>
2003-04	252.00	309.69	324.88	634.59
2004-05	280.80	300.40	291.25	591.57
2005-06	168.00	253.20	304.00	558.44
2006-07	177.33	266.67	279.00	545.89
2007-08	204.00	306.86	291.00	596.80



## Assessment and Evaluation

The program has a clearly defined mission, specifically stated outcomes, and a formalized evaluation instrument/process.

### **AIMC Mission:**

Empower students to compete, succeed and advance in the fields of integrated marketing communication, consumer and business-to-business advertising, direct marketing, and sales promotion. This mission is accomplished by offering students a diverse array of specialized courses involving appropriate decision-making and creative technologies. These courses combine relevant marketing communications theory with practical applications and with appropriate hands-on technology for data base marketing, target marketing, and production of complete integrated marketing communication programs.

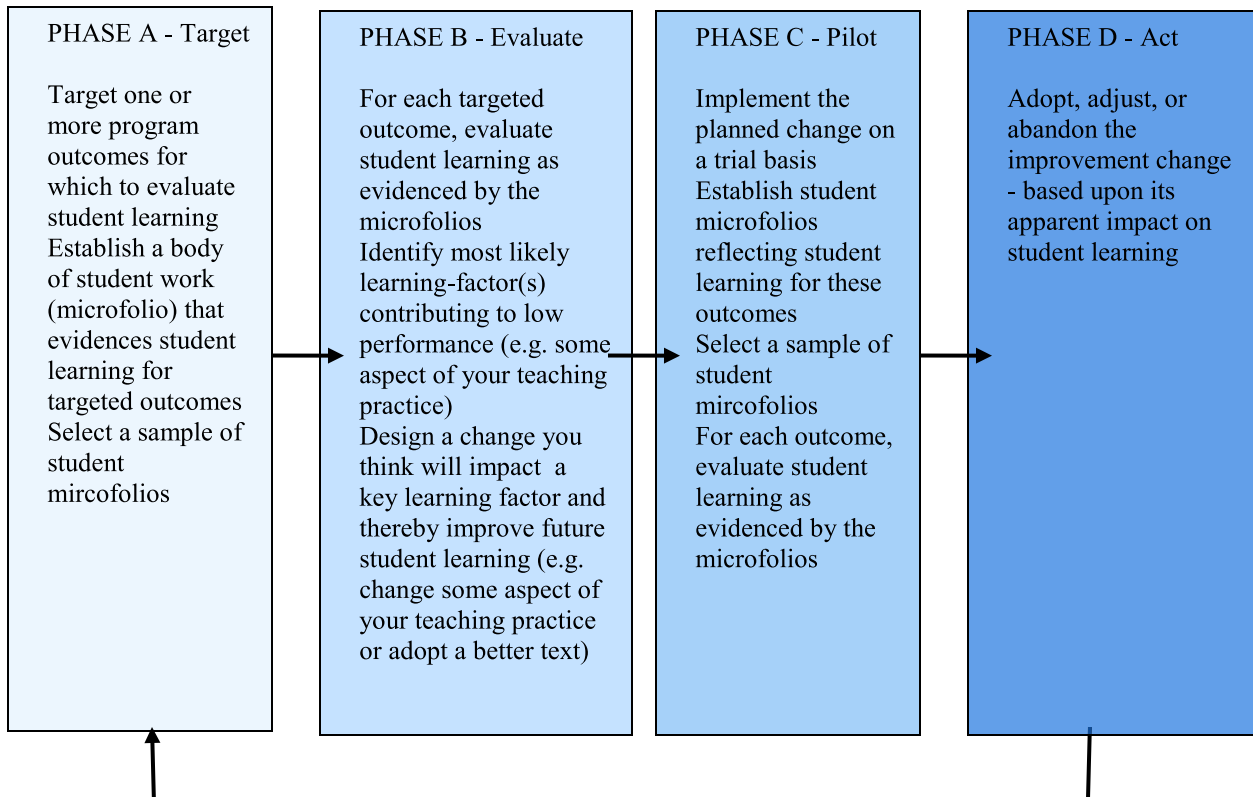
Graduates of AIMC are expected to demonstrate the following program-level outcomes:

- Select, develop, recommend, and execute integrated marketing communications strategies (e.g. advertising, sales promotion, public relations and publicity, personal selling, ecommerce, direct marketing) to meet organizational goals.
- Conduct primary and secondary research and apply intelligence to the integrated marketing communications process.
- Execute target marketing, market segmentation, and product differentiation as these apply to institutions of various sizes and missions.
- Innovate effective integrated marketing communications via the blending of the creative work of copywriters, graphic designers, as well as marketing, media, and production specialists.
- Formulate advertising, media, and integrated marketing communications budgets, including media plans with appropriate media strategies and tactics for diverse clients and program objectives.
- Utilize the synergies arising from the dynamic relationships among agencies, clients, vendors, media, and regulatory agencies.
- Adhere to the mechanisms of industry self-regulation as well as governmental regulation of advertising abroad and domestically, including federal, state, and local agencies vis a vis court rulings, laws, and policies.
- Execute professional responsibilities in appropriate relation to the potentially positive and negative effects of advertising in the context of economics, social responsibility, and ethics.

## AIMC Evaluation Process

The Department – wide assessment process is utilized by the AIMC program as given on the following page.

### Program-Level Learn-And-Improve Cycle



A microfolio is a body of student work that evidences student mastery of program-level learning outcomes. Course outcomes for the program-capstone serve as program level outcomes. Therefore an overarching capstone project could serve as a program microfolio.

Learning-factors might include: teaching practice; learning resources; learning environment; curriculum design including outcomes; student learning styles; student intentionality; and many others.

## Administration Effectiveness

The Dean of the College of Business, citing the implications of the findings & recommendations of the Spelling Commission, for some time has been calling for continuous quality improvement and for program distinctiveness and differentiation away from those of others in the state. I would describe his stance on this as one of cordial and relentless insistence.

It's working. Program innovation is seen everywhere in the College of Business, including in the Marketing Department and in the AIMC program. AIMC is an important manifestation of it, but only one. There are many others. Then too, the Dean's initiatives toward COB accreditation produced results which authenticate the AIMC program and of course the others in the College.

At the Department level, the current administration of the Marketing Department over the past few years is to the highest standard the AIMC Program Coordinator has witnessed in his 31 years of service here. Department is virtually being made over, and in a remarkably short span.

The current administrators at these levels, and those beyond, have produced:

- entrepreneurial spirit
- considerable program innovation
- faculty and staff empowerment and engagement
- collaboration and collegiality at unprecedented levels in the department & COB
- increased productivity
- bolstered enrollment, including in the AIMC program

The AIMC Program Coordinator performs without release time and without stipend, to date. This arrangement will shortly become impractical because growth invariably requires more focused more dedicated management. Release time is one answer for this; stipends for the additional time and energy requisite for growing programs is another.

It is certain that the most successful programs have some common hallmarks: skilled administrators at various higher levels; vibrant RSOs; infrastructure, and dedicated coordinators.

## **SECTION 4**

### **Instructional Environment**

A key reason for the cost effectiveness of the AIMC program is that it is not a capital-intensive program; rather, it can use common equipment and classroom space. Students use library and COB computer labs, with AIMC courses administered in general purpose classrooms, for the most part. These common-purpose classrooms have and are being updated on a schedule such that their utility and ambience is being dramatically enhanced, much to the satisfaction of students and faculty alike.

For the AIMC program and those related to it – Marketing, Public Relations, and Graphic Design – a crucial part of this physical space upgrade is the creation of a dedicated space for those programs. This is a signal event which will positively affect recruitment and retention, as summarized here:

#### **Proposed Marketing Department Collaboration Space**

There exists under-utilized space in the College of Business for which the Marketing Department Head and Program Coordinators recently drafted a plan to make better use of it. The Department submitted a proposal for approval by the Dean.

A strategic goal of the department is to increase collaborative student learning opportunities and experiences through student engagement outside the traditional classroom (e.g. service learning and RSO participation). The collaboration space would serve some 450 students in five programs: AIMC, Graphic Design, Marketing, Public Relations and a proposed Business Data Analytics program, currently wending its way through the academic process.

The Center shall be a visible model of collaboration and the benefits that accrue from collaboration. As one would expect, the chief hurdle at present is funding, but the benefits to the college and to the university will be truly significant, including in enhancing the university's brand, the appeal of the College of Business facilities, in recruitment, retention, and in quality of experiential learning and collaboration.

The complete proposal, including explanation of the Center's objectives, benefits, and physical plan are contained in Appendix B.

## Library Resources

FLITE administrators are invariably helpful and conscientious in maximizing the utility of the service all the ways they can, most likely with far too few thanks and too little appreciation.

Given the dire economic times and budget constraints, library resources are best described as surprisingly complete.

In better times, “somewhat adequate” might be a better descriptor of our program resources. In any case, they are markedly better than a few years ago, thanks to the collaboration of Department heads David Steenstra, Michael Cooper, and FLITE’s David Scott, who championed library acquisition of MRI data. How to describe the significance of MRI: MRI is to marketing and advertising, and IMC what the Bible is to Christianity. It is a treasure of information for planning, market segmentation, and for media planning and allocation purposes. For all that, the MRI resource could be improved if the library were to obtain more comprehensive packages of it. MRI is available in “good, better, best” configurations, each at increasing cost, of course. The present configuration is solid in its product and print media data and cross-tabulation. What it lacks is data regarding broadcast and digital media. These are of crucial importance because the ad world is going digital.

A “wish list” of library resources that support the AIMC program would also support the marketing major, the public relations major, and Management majors. Included on such a list would be library acquisition of:

- Competitive Media Reporting (reports competitive advertising spending)
- IRI, aka Information Resources Inc. (reports competitive promotional spending)
- Nielsen Media Research Data, including for digital media and warehouse withdrawals
- American Demographics magazine subscription
- Google Analytics

## **SECTION 5**

### **Conclusions**

1. The program's sharp differentiation from other programs within the state position it and the university. Distinctive hallmarks include:
2. The new Integrated Marketing Communications orientation is strongly endorsed by industry employers in all sectors.
3. All sectors of the industry are calling for emphasis on digital/social media.
4. The program's location as a College of Business and Marketing program is also enthusiastically endorsed by employers. These facts are lost neither on students nor on prospective students.
5. Industry practitioners applaud that Ferris faculty have field experience and are clear that possession of field experience is of surpassing importance. 100% percent of industry respondents rated field experience as "Very Important."
6. Industry practitioner and students alike urge that the program contain additional concentrations.
7. Employers on both the managerial and the creative side overwhelmingly urge creation of a Statistics/Analytics concentration.
8. Both current student majors and industry employers strongly urge installation of a Creative Concentration.
9. The resources for both are already here. We have superb statistics faculty – winners of "Teacher of the Year" awards, etc – and in the College of Arts & Sciences, in the College of Business in the Public Relations program there are similarly gifted faculty and creative writing courses congruent with the aims of the concentration.
10. Priority should be given to fund the program's plans to bolster enrollment.
11. The program is highly cost effective. In 2007 – 2008 its generated SCH/FTEF of 597, which is 37% greater productivity than for the balance of the university. While data are not available to assess the return on physical assets, the program is surely less capital intensive than some others.
12. It serves a hugely important industry in the way that industry wants it to.

13. The costs of implementing AIMC enrollment initiatives are modest relative to other university marketing efforts, and implementing the strategies close to the source authors certain efficiencies.
14. AIMC is an excellent example of a program that delivers on the FSU Mission.
15. It is career education in orientation, in staffing, and in operation, and in philosophy. As society further moves further from an industrial paradigm and further into the age of information and dissemination, the program becomes ever more pertinent.
16. The program and university will benefit from greater program visibility and resources.
17. A Marketing Resources Center has been suggested, approved, with a three-stage plan to complete it. Even with challenging budgetary constraints, the Center's benefits to the department, the college, and to the university are of a significance that calls for giving rigorous and creative thought to sources and means of funding it.
18. The Center as envisioned yields pan-dimensional benefits. It will benefit the university as an attractor but for enrollment in five programs, including the AIMC program. It will improve retention. It will be a remarkable instrument for experiential learning which is so central to the university's core purpose. It will be a significant differentiator. It will be an instrument that enhances the university's brand inside and outside the institution in the same fashion as the hugely successful IRC connector does. Similarly, it is quintessentially student oriented, for it is an RSO center. Hard data verify that strong RSOs are instrumental in driving student satisfaction and retention.
19. Program Growth signals the need for release time or stipend for its Coordinator.
20. The program will benefit from increased support for & availability of internships in all four sectors of the industry – the agency quadrant, the client-side quadrant, in media services, and the vendor quadrant – and required internships are strongly urged by practitioners, including Ferris Advertising graduates.

# Appendix A: Collaboration Space Proposal

## College of Business Marketing Department Collaboration Space A Proposal

(Revised October 17, 2008)

Laura Dix, Jeff Ek, Ron Greenfield, Tom Mehl, Nate Tymes, Michael Cooper

### Background

- Department programs currently represent over 440 students in four programs: Advertising, Graphic Design, Marketing, and Public Relations (with an additional program expected to come online Fall 09 i.e. Business Data Analytics program)
- The department currently supports four professional program-related RSOs: Ad Group (42 active members); AIGI Right Minds (49 active members); AMA (30 active members); PRSSA (35 active members). These groups enjoy a total of 156 active members who participate in various RSO sponsored professional and service activities (see Appendices A-D for lists of major RSO activities)
- A strategic goal of the marketing department programs is to increase collaborative student learning opportunities and experiences through student engagement outside the traditional classroom (e.g. service learning and RSO participation)

### Proposal

Create a program-RSO student-faculty collaboration center to support both traditional classroom learning opportunities as well as student engagement and service learning outside the classroom e.g. through RSO participation.

Specifically, we propose creation of an inter-connected space that would consist of (see Appendix E for schematic):

- Collaboration space for interaction among students, faculty, and industry and other academic leaders
- Office and storage space for each of 4/5 RSOs
- Dirty workspace (e.g. for crafting, cutting, mounting) for RSO-program student-faculty collaboration on student-related projects (e.g. Ad Group Competition)
- MAC lab for individual and collaborative studies and project work
- Classroom space furnished with group pods and chairs rather than tables and chairs (the current BUS 112 classroom space would give way to some collaboration space but gain (about 30% floor space by expanding the proposed classroom pods across the current window display units – which are currently dead-space)
- Viewing glass along external walls and between selected subspaces



The center would be created by transforming and inter-connecting the following five BUS spaces into integrated spaces designed to promote and sustain engaging collaboration among students, faculty, and industry/academic leaders (see schematic in Appendices F):

BUS Space	Current Use	Proposed Use
BUS 112 Advertising Lab	Used as classroom space – primarily for Marketing Department programs	Classroom space, collaboration spaces, RSO office space (w/ no resulting decrease in classroom capacity)
BUS 112 Unmarked Office	A subspace of BUS 112; used primarily as AdGroup RSO space – but underutilized due to access through BUS 112 classroom space	RSO Office Spaces (combined w/ BUS 112 C Storage to create 4 RSO office spaces)
BUS 112 C Storage	A subspace of BUS 112; used for AdGroup storage and COB storage	RSO Office Spaces (combined w/ BUS 112 C Storage to create 4 RSO office spaces; current storage would be moved to Bus 112 C on west side of w/ improved organization and utilization of that storage space e.g. by expanding storage capacity vertically)
BUS 110 – C	Used for COB storage	Dirty work space
BUS 110 Mac Labs	MAC lab used primarily for GRDE program	Mac lab configured with six workstation pods each fitted with four pc's

NOTE: the physical space referenced in the plan is essentially that currently used by department programs (excepting BUS 110 C); it does not encroach upon space currently used by other programs; current COB storage space displaced by the proposal is shifted to other COB storage space currently under-utilized

### **Purpose of the Center**

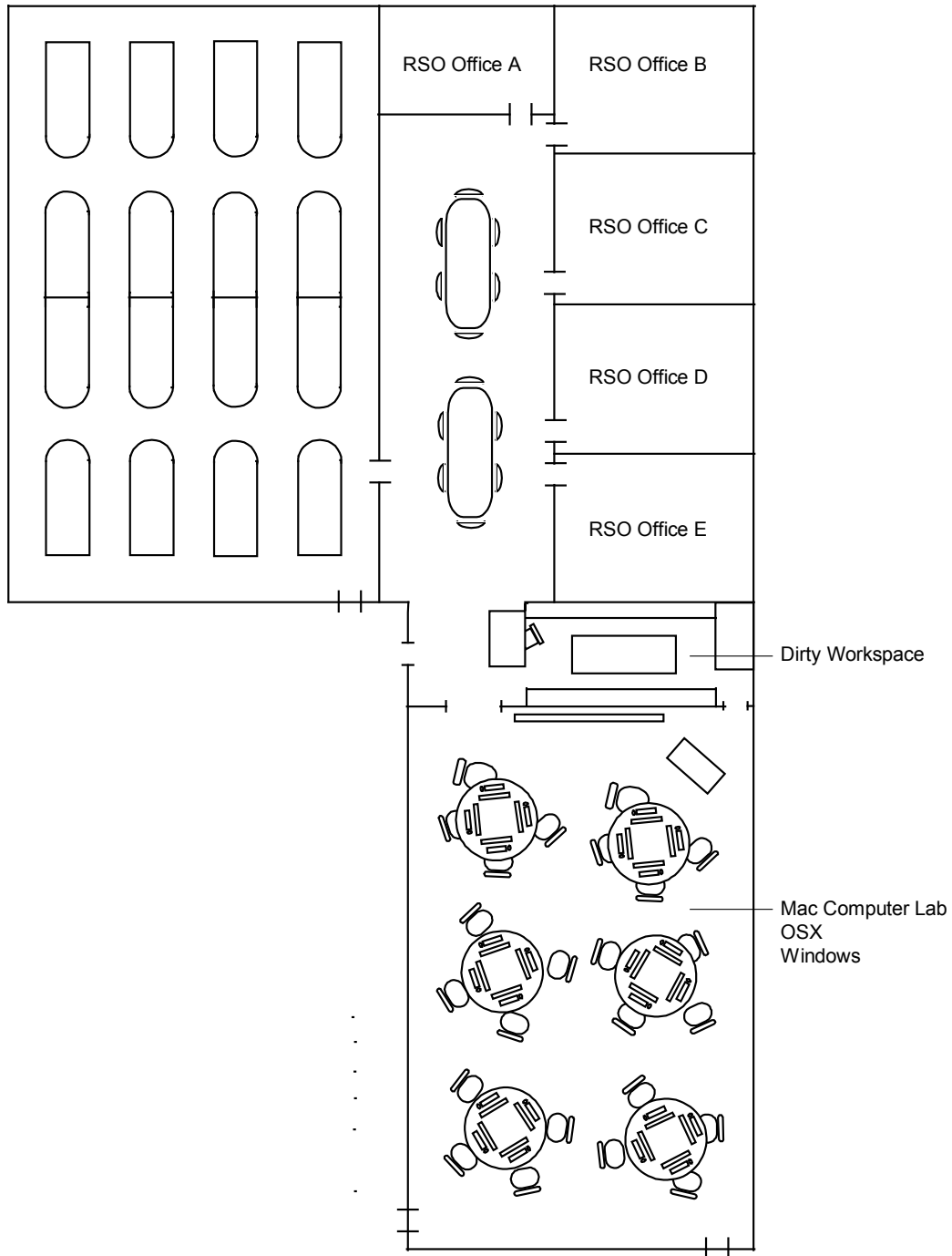
- Create sense of pride and visibility for RSO's that comes w/ their own space
- Create space for collaboration among faculty and students
- Create dirty work space for RSO and other (creative) projects
- Promote and project faculty/student engagement
- Collaboration/meeting space among students, RSOs', faculty, industry
- Enhance industry interest and participation in programs and related RSO activities
- Effect student recruitment into programs and RSO's
- Recruit prospective faculty to FSU/COB/MKTG Department
- Program/RSO client service centers (e.g. like senior seminar space for GRDE or agency space for PRSA)

### **Elements of the Center**

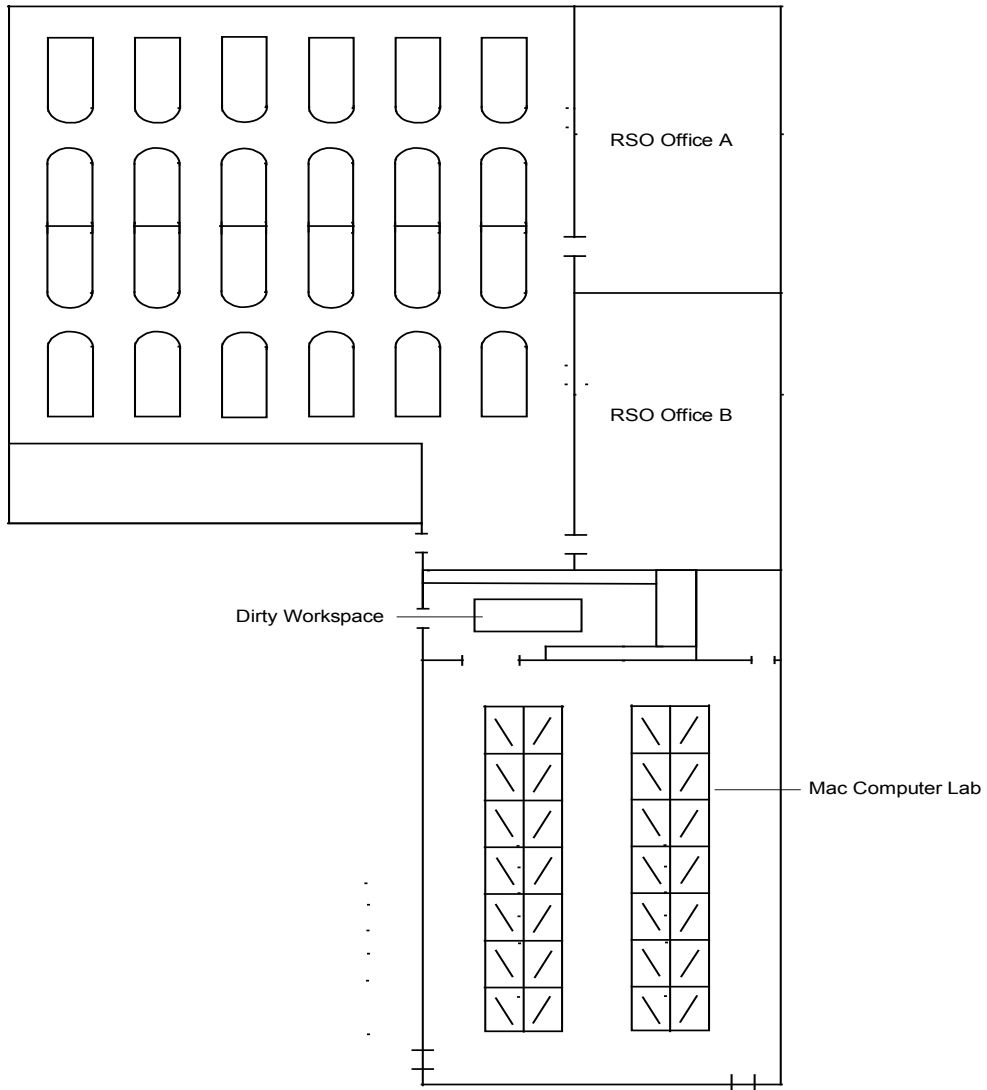
- Office space for 4/5 RSO's
- Dirty workspace for project work
- Collaboration space for faculty and students
- Connection to Mac Lab
- Security/monitoring cubical (staffed by RSO students)
- Separation w/ connection of space from function of BUS 212
- Viewing glass along external walls and between sub-spaces
- Expand B112 classroom floor space (about 33%) and sustain seating capacity by expanding floor space across window display units (which would be removed under the proposal)

A schematic of the space is shown on the next page.

**Proposed Final (Phase IV) Collaboration Center (not to scale)**



**Proposed Initial (Phase I) Collaboration Center (not to scale)**



## **Benefits of the Center**

- The plan is a model of collaboration and the benefits that accrue from collaboration:
- Results in brand elevation of the entire College of Business -- a visible symbol of its progressive and dynamic vitality. This is literally and transparently true if glass is used in the walls where appropriate
- Creates authentic synergy among marketing department programs that are related, but which have heretofore operated separately
- Mirrors for faculty-students the increasingly integrated nature of business; parallels the actions (e.g. integration) seen in industries it is our mission to serve
- Provides pride of place and identity for individual programs, the importance of doing such being documented in the findings of the EBI, Student Satisfaction committees, and elsewhere
- Provides physical resources of crucial importance to key RSOs if they are to fulfill their purposes both within and without the institution -- in competitions which draw industry attention to the college and to the university, for example
- Dramatically increases functionality of the physical resources which would be interconnected under the proposal but which are currently virtually dormant in some cases and under-utilized in others (e.g. RSO office/storage spaces in BUS 112; Window display units in BUS 112)
- Re-directs classroom and office/storage space currently/formerly used by Marketing Department programs to meet on-going and emergent needs of existing programs and their respective RSO activities.
- Solves the economics of staffing the affected areas and provides security via student volunteers (i.e. members of the RSOs)NOTE: the physical space referenced in the plan is essentially that currently used by department programs (excepting BUS 110 C); it does not encroach upon space currently used by other programs; current COB storage space displaced by the proposal is shifted to other COB storage space currently under-utilized.

## **Implementation Phases and Timelines**

The following four phase process provides for immediate use of spaces in ways that fit with final proposed renovation and space usage; creation of the space through renovation; re-occupation and purposed use of the space.

Phase I (Fall 08) – Initial Preparation for Immediate Use and Collaboration (see Appendix F)

- Prep alternative storage space (BUS 122 C) to receive storage from BUS 110-C; Move COB storage in BUS 110-C to alternative storage space (BUS 122 C)
- Identify, procure, and place equipment and furnishings needed for initial use and collaboration of the proposed space (procured equipment and furnishings for this phase should be consistent with final renovation plans)

Phase II (Winter 09) – Initial Re-directed Occupation

- Program RSO's share BUS 112 A as office space
- Programs and RSO's share BUS 112 B as dirty workspace

Phase III (Summer 09) – Renovation (see Appendix E)

- Temp store equipment, furnishings and supplies in BUS 112 A and B
- Renovate BUS 112, 112 A, 112 B, 110 C, and Mac Lab into collaboration space (supplementing equipment and furnishings procured in Phase I)
- Procure supplemental equipment, furnishing, supplies

Phase IV (Fall 09 - forward) – Re-occupy and Use Renovated Collaboration Space

- Place equipment, furnishings, supplies
- Occupancy by programs and RSOs
- Utilize collaboration space for Program / RSO work
- Utilize collaboration space for COB / Program promotion

## **Appendix A - AdGroup Major Professional/Service Activities**

### **National Student Advertising Competition**

- Travels to Detroit or Chicago to present, in competition with other universities, a full IMC plan.
- Researches, creates, produces creative executions, media plans & strategies

### **The National Yellow Pages Competition**

- Researches, creates, and produces a full Yellow Pages campaign for a national client

### **Weekly Meetings & Workshops**

- Contemporary advertising/IMC events and developments are discussed, and each week, a major figure or company in the industry is profiled via a student-research and student-presented program.
- Guest speakers are scheduled and heard
- Human Resource personnel from the field are scheduled, presenting resume, portfolio, career advice
- In-progress projects and events central to AdGroup's mission are reported and worked on

### **Planning and Preparing Fund-raising and Community Service Activities**

- Advertisements for local businesses are planned, created, and often produced
- Take Back the Night
- Walk For Warmth
- Adopt A Block
- New Books For Kids charity project

### **Field Trips to Agencies and Related Advertising/IMC organizations**

- Detroit field trip to the Advertising Career Symposium
- Trip to Team Detroit advertising agency
- Trip to Mars Advertising
- Trip to General Motors Planworks

### **Participation**

- Visits to American Advertising Association Meetings, Grand Rapids
- Ad Club of Detroit
- Ad Club of Chicago

**Teambuilding, and Leadership Experience Is Integral to all efforts and activities**

## **Appendix B – AIGA Major Professional/Service Activities**

### **New York City Trip**

- Tours of the AIGA National Headquarters, Chermayeff & Geismar, Sterling Brand, Metropolis Magazine and Carbone Smolan Agency
- Visits to the Guggenheim Museum, Whitney Museum of Modern Art, MOMA, Cooper-Hewitt National Design Museum
- Tour the city and attend the Broadway play, Avenue Q

### **Workshops**

- How to pass portfolio Review – small group session with underclassmen that focused on how to present their portfolios, offered tips and an open forum for questions
- DIY Bleaching Night – members were invited to attend a fun night of designing and bleaching t-shirts and other garments.

### **Giving Back** (received University recognition for volunteer efforts & hours logged)

- Walk for Warmth
- Take back the Night Walk
- Donation to Jim Crow Museum
- Martin Luther King Day: Tunnel of Oppression Volunteers

### **Established an “AIGA Week” of Events**

- Watched Helvetica the movie
- Attended a reception at the FSU Art Gallery
- Attended the Student Portfolio Review at Eastern Michigan University

### **Promotions**

- High School & Technical Vocational Center visits
- Consistent meeting advertisements posted in hallways and rooms
- Renovation of the Graphic Design display case in the hallway
- Development of the new AIGA web site: [http://grde.ferris.edu/live/live\\_groups.php](http://grde.ferris.edu/live/live_groups.php)

### **Involvement**

- Submitted postcards for the Michigan AIGA Student Groups “Communicate” Exhibit at Western Michigan University
- Attended FUEL: The 2008 AIGA Detroit Portfolio Review at Eastern Michigan University
- Attended AIGA Detroit Chapter’s Grand Rapids studio tour
- Planned and held an AIGA FSU Design Conference October 2008

### **Meetings**

- 15 on 30 presentations – these are 15 min. presentations by our members about graphic design topics relevant to the current design professional and business world during the 30 weeks of the school year.

## **Appendix C – AMA Major Professional/Service Activities**

### **AMA International Collegiate Conference in New Orleans**

- Chapter Plan and Annual Report Competition (Received two awards in 2008)
- Case Competition (2009 sponsored by Kodak)
- Sales Presentation Competition (3 students presented in New Orleans)
- Exhibit Booth Competition
- Session Presenter of Chapter Activities

### **Professional Development**

- Host marketing professionals to speak on campus to Ferris students
- Attend AMA West Michigan programs for education and networking
- Professional sit visits to marketing agencies and marketing departments in Detroit and Grand Rapids (2008 included Henry Ford Health System, Comerica Park, Ford Field, Little River Resort)

### **Community Service**

- Host annual COB tailgate tent for homecoming
- Host new COB bowling tournament for COB Professional Business Organizations
- Assist marketing efforts for other Ferris RSO’s (Entertainment Unlimited, Ferris Recyclers)
- Volunteer for SafeRides, United Way, Earth Day, Ferris Fest, etc.
- Adopt-a-highway (US 131 at 19 mile)
- Bowl-for Kids Sake (Big Brothers/Big Sisters)
- CROP Hunger Walk
- Walk for Warmth
- United Way Basket Auction
- Salvation Army Angel Tree

### **Alpha Mu Alpha National Marketing Honorary**

- Annual Marketing Gala fundraiser
- Initiate eligible graduating seniors into honor society
- Membership awards



### **Ferris State University - 3 Star Student Organization Award**

- Community service hours
- RSO activities
- Attend Campus 5-Star events

### **Homecoming Week Activities**

- Campus kickball tournament (2008 3<sup>rd</sup> place)
- Bed sheet banner competition
- COB Tailgate Tent
- Host Alumni professional marketers

### **Social Activities**

- Restaurant nights (DQ, Applebees, Pizza Hut, etc.)
- Intramural Volleyball

## **Appendix D – PRSSA Major Professional/Service Activities**

### **Nationally**

- The Public Relations Student Society of America (PRSSA) was established by the Public Relations Society of America (PRSA), the 20,000 member strong national association of public relations professionals, in 1968 and is headquartered in New York City.
- Today PRSSA has 9,600 members at 284 universities across the country.
- Memberships in PRSSA require that the student pay a fee of \$50 annually.
- PRSSA has a national conference annually in conjunction with the National PRSA Conference. This year both conferences are in Detroit.

### **Ferris State Chapter, PRSSA**

- The Ferris State Chapter was chartered in 1986, some two years before Public Relations became an official major in the College of Business.
- Today the chapter has 34 members and is a Registered Student Organization on campus.
- The chapter is sponsored by the West Michigan chapter of PRSA whose membership includes more than 100 working public relations professionals.
- Membership in the local chapter carries a student fee of \$20 per year.
- PRSSA members meet weekly at 11 a. m. on Tuesdays in the Business Building with Executive and other committees meeting on Thursday's at 11 a. m.

**FSU Chapter Activities Include:**

- Member attendance at the annual national PRSSA and PRSA conventions in cities such as San Diego, Atlanta, Miami and Houston.
- Field trips visiting working public relations operation at corporations, non-profits, government, consulting agencies, etc.
- Professional speakers representing variety of knowledge and skill areas and organizations.
- Workshops on critical topics such as internships.
- Participation in community service activities such as student reading buddies at a local elementary school, Project Starburst, etc.
- Social events such as student picnics at the advisors home, football tailgating, bowling parties, etc.

**S.W.O.T Public Relations**

- Organized in 2007 as an arm of the Ferris State PRSSA Chapter.
- SWOT functions as a public relations consulting firm and plans and implements public relations programs for campus organizations and departments. Future plans are to take on outside clients with fees to be split between participating students and PRSSA.
- The Big Red Chair promotion at the 2008 Ferris Fest was one of SWOT's programs.

## **Appendix B: Vitae**

### **Professor Susan K. Jones**

Ferris State University  
MKTG  
(231) 591-2468  
Email: jones@ferris.edu

#### ***Education***

MS, Northwestern University, 1972.  
Major: Advertising (first in a class of 54)

BS, Northwestern University, 1971.  
Supporting Areas of Emphasis: Advertising

#### ***Professional Positions***

##### **Academic - Post-Secondary**

Professor, Ferris State University. (1990 - Present).

Instructor, Northwestern University. (1987 - 1990).

Instructor, Aquinas College. (1981 - 1984).

##### **Professional**

Copywriter & Direct Marketing Consultant, Susan K. Jones & Associates. (1980 - Present).

Partner/Associate Partner/Consultant, The Callahan Group, LLC. (1998 - 2007).

Marketing Manager, The Hamilton Group. (1977 - 1980).

Copywriter/Account Executive, Marshall John Advertising. (1974 - 1977).

Copywriter, Wickes Furniture Company. (1973 - 1974).

Copywriter, Sears, Roebuck & Co.. (1972 - 1973).

#### ***Licensures and Certifications***

Certificate in the Liberal Arts, University of Chicago. (1980).

## ***Professional Memberships***

American Marketing Association.

Chicago Association of Direct Marketing.

Direct Marketing Association.

Direct Marketing Association of Detroit.

Direct Marketing Educational Foundation Professors' Academy.

InForum (Women's Economic Club). (2005 - 2008).

## ***Development Activities Attended***

Conference Attendance, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2009).

Conference Attendance, "Lilly Conference North." (2009).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2009).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2009).

Conference Attendance, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2008).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2008).

Conference Attendance, "Lilly Conference North." (2008).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2008).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2008).

Conference Attendance, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2007).

Conference Attendance, "Lilly Conference North." (2007).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2007).

Conference Attendance, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2006).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2006).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2006).

Conference Attendance, "Lilly Conference North." (2006).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2006).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2006).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2005).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2005).

Conference Attendance, "Lilly Conference North." (2005).

Conference Attendance, "Michigan Bankers Association Bank Management and Directors Conference." (2005).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2005).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2005).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2005).

Seminar, "The System Seminar - Internet Marketing." (2005).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2004).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2004).

Conference Attendance, "Lilly Conference North." (2004).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2004).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2004).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2004).

Seminar, "The System Seminar - Internet Marketing." (2004).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2003).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2003).

Conference Attendance, "Lilly Conference North." (2003).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2003).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2003).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2003).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2002).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2002).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2002).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2002).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2002).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2001).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2001).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2001).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2001).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (2000).

Conference Attendance, "Direct Marketing Association of Detroit Automotive Interactive Conference," Detroit Direct Marketing Association. (2000).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (2000).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (2000).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (2000).

Workshop, "Camp Interactive." (2000).

Workshop, "Camp Interactive." (1999 - 2000).

Conference Attendance, "Direct Marketing Association of Detroit Annual Conference," Detroit Direct Marketing Association. (1999).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (1999).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1999).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1999).

Conference Attendance, "International Radio & Television Society Educator's Conference." (1998).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (1998).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1998).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1998).

Conference Attendance, "Promotional Products Association Educator's Conference." (1997).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (1997).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1997).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1997).

Conference Attendance, "Business to Business Conference of the Direct Marketing Association," Direct Marketing Association. (1996).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (1996).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1996).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1996).

Conference Attendance, "International Radio & Television Society Educator's Conference." (1995).

Conference Attendance, "West Michigan American Marketing Association Annual Conference," West Michigan American Marketing Association. (1995).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1995).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1995).

Conference Attendance, "International Radio & Television Society Educator's Conference." (1994).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1994).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1994).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1993).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1993).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1992).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1992).

Conference Attendance, "Business to Business Conference of the Direct Marketing Association," Direct Marketing Association. (1991).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1991).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1991).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1990).

Seminar, "Direct Marketing Educational Foundation Educator's Conference," Direct Marketing Association. (1990).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1989).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1988).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1987).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1986).



Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1985).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1984).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1983).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1982).

Seminar, "Direct Marketing Association Annual Conference," Direct Marketing Association. (1981).

### ***Awards and Honors***

Special Recognition as a Nominee for the YWCA Tribute Award, YWCA of Grand Rapids. (2006).

Charles S. Downs Direct Marketer of the Year, Chicago Association of Direct Marketing. (2002).

Marketer of the Year, West Michigan American Marketing Association. (1991).

## **TEACHING**

### ***Awards and Honors***

Distinguished Teacher Finalist, Ferris State University. (2008).

Distinguished Teacher Finalist, Ferris State University. (2007).

Level Five Online Instructor, Ferris State University Faculty Center for Teaching and Learning. (2007).

Best Case Award for Shoplink.com, Direct Marketing Educational Foundation and DePaul University Case Writers' Workshop. (2000).

Direct Marketing Educator of the Year, Direct Marketing Educational Foundation. (1997).

Award for Innovative Teaching, Direct Marketing Educational Foundation. (1993).

## **RESEARCH**

### ***Published Intellectual Contributions***

#### **Books**

Jones, S. K. (2005). *Creative Strategy in Direct and Interactive Marketing*. Chicago, IL: RACOM Books.

Jones, S. K., Kelly, J. S. (2004). *Readings and Cases in Integrated Marketing Communications*. Chicago, IL: RACOM Books.

Jones, S. K. (2003). *Marketing Convergence*. Chicago, IL: RACOM Books.

Jones, S. K. (1998). *The Life and Times of Liberty Falls Part Two*. Northbrook, IL: International Resources.

Jones, S. K. (1994). *The Life and Times of Liberty Falls Part One*. US: Northbrook, IL.

### ***Awards and Honors***

Second Place Case Award for American Red Cross/Chicago, Direct Marketing Educational Foundation and DePaul University Case Writers' Workshop. (2002).

## **SERVICE**

### ***Department Service***

Committee Member, Marketing Department Tenure Committee. (2006 - Present).

Committee Member, Marketing Department Faculty Meetings. (2007 - 2008).

Committee Member, Marketing Department Faculty Meetings. (2006 - 2007).

Committee Chair, Marketing Department Online Course Delivery Team. (2006 - 2007).

Committee Member, Marketing Department Program Innovation Team. (2006 - 2007).

Committee Member, Marketing Department Faculty Retreat. (August 23, 2007).

Committee Member, Marketing Department Faculty Retreat. (August 20, 2007).

Committee Member, Marketing Department Faculty Retreat. (August 2006).

## ***Public Service***

Trustee, Chicago Association of Direct Marketing Educational Foundation, Chicago, IL. (1992 - Present).

Officer, President/Elect/Past, Arts Council of Greater Grand Rapids, Grand Rapids, MI. (2007 - 2008).

Board Member, Arts Council of Greater Grand Rapids, Grand Rapids, MI. (2004 - 2006).

Trustee, Chicago Association of Direct Marketing Educational Foundation, Chicago, IL. (1987 - 1990).

## ***Consulting***

The Callahan Group LLC, Various projects including developing new profit centers and new. (1998 - 2007).

Susan K. Jones & Associates. (1980 - 2007).

## ***Awards and Honors***

### **Service, Community**

Outstanding Alumni Service Award, Northwestern University Alumni Association. (September 2008).

Direct from the Heart Award, Chicago Association of Direct Marketing. (1998).

### **Service, Professional**

“Saint Laurie Merchant Tailors” case (co-author) selected as centerpiece for Senior Executive Program in Direct, Interactive and Relationship Marketing in Madrid, Spain, Senior Executive Program in Direct, Interactive and Relationship Marketing. (2007).

Inducted into the Medill School of Journalism Hall of Achievement, Northwestern University. (April 2007).

Master/Emeritus Direct Marketer Award, Chicago Association of Direct Marketing. (2006).

Andi Emerson Award, John Caples International Awards. (2003).

Volunteer of the Year, Chicago Association of Direct Marketing. (1996).

## **Paul W. Jackson**

Ferris State University

MKTG

(231) 591-2820

Email: jacksonp@ferris.edu

### Education

MS.

Major: Advertising

### Professional Positions

#### Academic - Post-Secondary

Associate Professor, Ferris State University. (September 1972 - Present).

Instructor, University of Illinois. (September 1970 - May 1972).

#### Professional

Sales and Management, Stringer Bros. Nursery. (September 1966 - May 1971).

Partner, Oklahoma Shopping Center Services, Inc.. (May 1965 - May 1967).

Advertising Manager, Southside Times. (May 1964 - May 1965).

#### Development Activities Attended

Workshop, "Faculty Self-Serve Banner In-Service Training," FSU, College of Business. (2006).

### SERVICE

#### Department Service

Committee Member, Marketing Department Tenure Committee. (2006 - Present).

Committee Member, Marketing Department Faculty Meetings. (2007 - 2008).

Committee Member, Marketing Department Program Promotion Team. (2007 - 2008).

Committee Member, Marketing Department Faculty Meetings. (2006 - 2007).

Committee Chair, Marketing Department Internship Team. (2006 - 2007).

Committee Member, Marketing Department Faculty Retreat. (August 23, 2007).

Committee Member, Marketing Department Faculty Retreat. (August 20, 2007).

Committee Member, Marketing Department Faculty Retreat. (August 2006).

#### College Service

COB representative, College of Business Oisciplinary Rep. (2007 - 2008).

Committee Member, College of Business Promotion Merit Committee. (2006 - 2008).

Committee Member, College of Business Strategic Planning Committee. (2006 - 2007).

Committee Member, College of Business Curriculum Committee. (2004 - 2005).

#### Public Service

Committee Chair, City of Big Rapids Plan Board, Big Rapids, MI. (2006 - 2007).

Committee Member, City of Big Rapids Plan Board. (2005).

Committee Chair, City of Big Rapids Plan Board, Big Rapids, MI. (2004).

Committee Member, City of Big Rapids Plan Board. (2003).

Committee Chair, City of Big Rapids Zoning Board of Appeals, Big Rapids, MI. (2000 - 2002).

Committee Member, City of Big Rapids Zoning Board of Appeals, Big Rapids, MI. (1998 - 1999).

## **Thomas G. Mehl**

Rank: Associate Professor  
Tenure Status: Yes  
Date of Tenure: 1980  
Years of Teaching Experience: 31

### **Education Background**

- MBA, Central Michigan University Cognate: Economics 1
- 1967 BA., Central Michigan University Major: Marketing; Minors: Psychology, Economics
- AA., Ferris State University

### **Prior Experience not in Education**

- 1974 -1978 Jaqua Advertising Agency, Grand Rapids, Michigan New Business Development, Account Executive Copywriter, Media Analyst
- 1972 -1974 Alexander Marketing Services, Grand Rapids, Michigan Account Executive, Copywriter
- 1971 -1972 Winard Advertising Agency, Pittsfield, Massachusetts Assistant Account Executive, Copywriter
- 1969 -1971 General Electric Corporation, Bridgeport, Conn, Advertising Manger, Chemical & Medical Division
- 1968- 1969 General Electric Corporation, Schenectady, New York Marketing Communications Research Specialist

### **Professional Memberships**

Currently:

- SHSMD Medical Marketing Society
- American Advertising Federation

Formerly:

- American Marketing Association, Connecticut
- American Association of Advertising Agencies
- Public Relations Society of America
- Toastmasters
- Berkshire (Mass) Advertising Association

## **Professional Meetings Attended**

- Industrial Marketers of West Michigan Summer University, series of education seminars
- Summer University, a week-long series of education seminars, 2002
- Brian France Senior VP, Marketing & Communications, NASCAR, presentation and luncheon
- Summer University, a week-long series of education seminars, 2000
- FSUS instructor training, 2000
- Direct Marketing Seminar, Applied Technology, 2000
- Big Rapids Area Business Development Breakfast/Seminar -'99, '98, '97
- Advertising Professionals Advisory Committee 2000, 1999, 1998, 1997, 1996
- Detroit Advertising club 1999
- Midwest Advertising Educators Conference Panellist 1998
- Grand Rapids Advertising Club Annual Awards /Recognition 1998, 1997
- Chicago Advertising Club Meetings in conjunction with Annual Student Advertising Competition - dating to '79
- International Association of Business Communicators 1992
- American Marketing Association, West Michigan Chapter 1992, 1991
- Industrial Advertisers of West Michigan 1990, 1989 professional memberships
- Public Relations Society of America -West Michigan Chapter Monthly '82- '85
- American Association of Advertising Agencies Annual Meeting 1979

## **Other Research Activities**

I am unable to ascertain whether this sections refer to primary research, secondary, or both. In any event, I daily look at secondary research from several sources as an on-going activity.

Trade papers, scholarly journals, and the 'net are a normal part of the work and joy of teaching.

## Consulting

- Consultant to Advertising Management, Inc., (Grand Rapids ad agency) typically for creative strategy on business-to-business accounts -2000, 1999, 1998
- Editorial consultant and feature writer for national air show publication, The Show Gram, published six times a year -- 2002 & every year back to 1979
- Created and presented to Ferris State U. President and Board a Scholarship Incentive Recruiting program designed to build quality enrolment -1999 (The program has been implemented by the University)
- Consultant to Scheldie's Restaurant Chain for radio advertisements, and retained as voice-over (announcer) for said commercials in all markets with Scheldie's installations – 1995
- Created and announced radio commercials for Shaman's Bluff Coffee House - 1999, 1996
- Produced, wrote, and announced weekly two-hour-long-radio program for (now) WYBR-FM, including creation, production, and scheduling of radio commercials for area business -1995, 1994
- Voice-over (announcer) for FSU College of Business Recruiting film – 1994... Marketing and Launch publicity consultant to Big Rapids Area Community foundation -1993
- Created and produced a direct marketing fund-raising campaign which brought over \$1,000,000 (one million) to FSU. Purpose: building the Plastics Technology Center. I was retained to do this the behest of that school's Dean after he had been told by University Advancement that such funds could not possibly be raised from private sources. Notwithstanding their opinion, the building's existence is plain enough to see, and since the \$1,000,000 was culled with an out-of-pocket cost of about \$10,000, I regard this campaign as one of the very best of my career -1985, 1984
- Editorial Consultant to Richard Irwin Publishers, Allyn & Bacon, John Wiley & Sons.

## Professional Growth Activities

- Respondus –Course in applying Respondus software to online teaching instrumentalities, 2004
- WebCT –Course in Learning/applying web-based teaching strategies and techniques,2004
- Summer University, Series to enhance teaching/advising
- Summer university, Series to enhance teaching/advising, 2003
- Learning & Memory – How Students Recall and How They Learn, 2002
- Harlan Ellison – Writing seminar, 2000
- Daryl Davis “Black Man’s Oddessey” presentation, 2001
- Goal Centered Living Seminar, Consuelo Castillo Kickbusch, Desert Storm Officer, 2001
- Foundation for Critical Thinking Seminar, 2001



- Business Marketing On-line: Business- To-Business Internet Marketing course covering: site design, site construction, site management, pricing, data bases, advertising/promotion, measurement and return on investment
- Case Teaching Methods workshop -2000
- Student Information Systems Counseling Workshop, 1999, 1998
- Freehand 8 computer graphics course -1999
- ISYS 280 (Information Systems) course -1998
- Web Page Design WebCT workshop -1998
- Hyperstudio (computer graphics/design) workshop -1998
- Gannett Outdoor ( Grand Rapids update tour and liaison -1998
- Channel 17 (Fox, Grand Rapids) Television Production update tour and liaison - 1997
- Visits/interface with three Chicago ad agencies -update tour and liaison -1997
- Teaching By The Case Method course -1994
- On-going reading of related professional materials: Advertising Age, Ad Week, American Demographics, Media Week, Marketing Online, Music Merchandise Review Simmons Research, Broadcast Advertisers Reports, three newspapers, Time, numerous textbooks, other books related to consumer behavior, persuasion, communication, and popular culture, including Rolling Stone.

## **Seminars, Training Programs, conducted for Business and Industry**

- Presentation to university president, university v.p;s, marketing, and university cabinet, "The Tools of Promotion, Which Ones Work, When" 2002
- Professional Presentations. Speeches. etc.
- Presentation to State-wide Honor Student Convocation, Pop Culture Icons in Advertising, 2002
- Presentation to university president, Scholarship Incentive Student Recruitment Initiative
- Presentation to university cabinet, Scholarship Incentive Student Recruitment Initiative
- Outdoor Advertising Light Pollution" presentation to FSU Honors students - 2000
- Panellist, Midwest Advertising Educators Conference – 2001
- Panellist, Midwest Advertising Educators Conference -- 1998
- "The Art of Business Presentations" presentation to Minority Student Professional Association -1994

## **Institutional Service Performed**

- "What's Right and Wrong With Advertising" speech to students of Brophy Hall-1992 Advertising as a Career, presentation to high school students, 2002
- Judicial Services Board Case Hearer, 2001
- Academic Honors Convocation, 2002-10-17
- Volunteer to teach Freshman Seminar Course
- Faculty advisor to Student Advertising Group, MIMA (Music Industry Management student association) ...Curriculum Committee
- Advertising Program Review
- Marketing Program Review
- Scholarship Incentive Program originator
- Panellist, Student Leadership Conference, 2002, 2001, 2000, 1999, 1998
- Career Day
- Construction Management Proposal and Presentation Student competition advisor
- Currently developing (with ad majors) a direct mail recruiting campaign aimed at undeclared majors
- Advisor to American Advertising Federation's National Student Advertising Competition
- Marketing Strategic Planning Committee
- focus group panelist for university research on attitudes and perceptions
- Chair of Distinguished Business Lecture series
- High School Recruitment Programs several times
- Advisor, National Yellow Pages Student Advertising Competition

## **Department committees**

- Music Industry Management Program Review Board
- Tenure review committee
- Merit and promotion committee
- Professional advisory committee
- Various textbook selection committees
- Sabbatical review committee
- Advertising course conversion committee
- Various faculty search committees
- Semester transition advertising curricula committee.

## **Recognition and Honors**

- Special Merit Award, Student Athletic Council Recognition, 2002
- American Marketing Association (AMA) Ferris Student Chapter Teacher of the Year, 2001 –2002
- Professional Tennis Management Student Association Teacher of the Year, 2001
- Phi Gamma Nu Professional Business Fraternity “Professor of the Year” nominee, 2000
- Six letters of appreciation from two Ferris presidents, 2002, 2001, 2000, 1999, 1998, 1987
- Awarded Merit promotion without applying for it. The promotion was at the behest of dept head and dean, ‘93
- Twice the subject of feature articles in university newspaper for effective teaching -- 1995, 1993
- Awarded APR status (Accredited Public Relations Practitioner) the highest credential available for the field, by the Public Relations Society of America, the leading professional group.
- Twice featured on University’s television programming for effective teaching, 1996, 1995

## **Professionally Related community Activities**

- Served as marketing and publicity consultant plus authorship of promotional literature for
- Big Rapids Area Community Foundation
- Served as department representative for local United Way campaign
- Volunteer target at Pie-In- The-Face fund raiser (above and beyond duty's call, the most somber assessor must vouchsafe)
- "Ride For Life" fund-raising bicyclist – rode 100 miles in nine hours, raising \$500 for Cancer research