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Association for Education in Journalism & Mass Communication

ADVERTISING DIVISION FALL 2009

News

OVERVIEW AND UPDATE FROM BOSTON

by Jami Fullerton Ad Division Head 2009-2010

Once again the Advertising Division had a jam-packed, successful national conference. We toured the historic city of Boston on a Duck Boat, visited Arnold Worldwide, squeezed into hotel meeting rooms for standing-room-only panels and shared our research with our colleagues.

This year the division accepted 44% of the 150 papers submitted – up from 122 last year. And even though we were down a “chip” (aka programming space), we still managed to get in five more papers than last year (66 versus 61), present four co-sponsored panels and offer our annual full-day pre-convention teaching workshop. None of this would have happened, of course, without the hard work of the executive committee; our tireless paper judges; panelists; paper submitters; discussants; moderators; Sheri Broyles, Jan Slater and Peggy Kreshel, who once again put the workshop together; and especially our fabulous leader in 2009 – Hong Cheng.

At our Division members’ meeting, we recognized outstanding papers and outstanding members. Cash prizes went to the top three research papers and to the top student paper. Hong also presented the first annual *International Journal of Advertising* Award to the top faculty and student papers. (Read Courtney Bosworth’s article inside to learn more about this year’s award winning papers). Sheri Broyles was honored with the annual service award for her endless contribution of time, talent and tenderness to the Division. Bobbi Kay Lewis contributed a great piece on Sheri and her award in this issue.

Other big news at the members’ meeting included an announcement that our Web master Joe Bob Hester is stepping down. However, I’m pleased to say that at this writing (and after lots of begging on my part), Joe Bob has agreed to stay on to steer the Web site. He will use this year to update the Web site with new software that will allow for easier editing in the future. So, you may find the Ad Division Web site out of service for a short time. But know that Joe Bob is working to make it better than ever.

Another loyal Ad Division member, Pat Rose, announced that she will be leaving her post as editor of the *Journal of Advertising Education* at the end of 2010. A formal call for a new editor is going out in this newsletter. Maybe some of you will consider this opportunity to serve. Pat’s shoes will be difficult to fill. Thanks, Pat, for all you’ve done.



The membership elected one new member to the Ad Division executive committee to replace Hong Cheng. Courtney Bosworth from Radford University will serve as secretary for

the division this year. Welcome, Court.

As the new head of the Ad Division, I briefly reviewed my goals at the members’ meeting. The momentum we have built over the years with many of our great programs will continue to be my focus, including our emphasis on teaching and our efforts to enlarge our membership by bringing in more graduate students, ethnic minorities and international colleagues. With the help of the executive committee, I hope to continue to build close ties with other divisions of AEJMC and continue to work with the *International Journal of Advertising* to increase our exposure overseas. We will be continuing our “Kudos” section of the newsletter as one way to bring recognition to our outstanding membership and to highlight their activities and achievements.

As an additional goal this year, I hope to help educate Ad Division members, their colleagues and administrators about the paper judging process/session assignment procedures of the Ad Division and dispel any myths, such as “poster sessions are for second-rate papers.” My final goal I suspect may be the most important long term – to assist not only in finding a new editor for the *Journal of Advertising Education*, but to work with Pat Rose this year to further improve overall circulation, quality and prestige of our journal.

Although it seems as if we just unpacked from Boston, it is already time to prepare for next year’s convention in Denver. I am honored to serve as the head of the Ad Division 2009-2010. I hope you will feel free to contact me with any suggestions or concerns and I look forward to gathering again with you next summer in Denver.

Yours truly,

Jami

Are we sure of what we teach?

BY THOMAS S. MUELLER, PHD

Most all academics—and many students—have encountered the phrase “Those who can’t do, teach.”

A bit of research led me to the origin of that statement. George Bernard Shaw, the Irish socialist, published a play in 1903 entitled *Man and Superman*. In Act IV, under “Maxims for Revolutionists,” he wrote that “He who can, does. He who cannot, teaches.”

From Shaw’s observation until now, the statement remains an unflattering framing of academics, those who seem to have lost touch with the applied version of what they are professing to know. Students need to be competitive in the workplace and instructors who lack practical application may not possess the tool kit needed to help them succeed.

After three years away from the industry (while earning a PhD) I fear my ability to “do” is diminishing while I teach. A recent visit to Leo Burnett in Chicago made me feel out of sync; specific terms were new and the measurement metrics had changed.

The game has morphed from traditional advertising to experiential marketing into something designed for and sometimes overtaken by the consumer. Agencies are scrambling to integrate alternative and social media into client deliverables and are attempting to measure ROI in the process.

For example, Eminem’s marketing team is tweeting on Twitter about a hypothetical rehab facility to generate buzz for his new album “The Relapse.” In all, it’s a fast-paced game and the rules are changing. So what’s a professor to do? If we can’t do, how can we teach?

One of my most prolific contacts in the agency world is Cliff Courtney. Cliff has been a high energy speaker at various advertising classes at Florida; his expertise at building and selling accounts as Executive VP and Chief Strategy Officer at Zimmerman Advertising makes for enlightening and motivating presentations. When I was asked to co-teach a course in New Trends in Media for the Florida mass communications study abroad trip in France, I contacted Cliff to get input on what to introduce to our students. “Brand Hijack is the next level,” stated Cliff in an email. “It elevates the subject above and beyond and talks about consumer as media.”

If I intend to teach advertising, how could I possibly proceed without knowing about the next level? I ordered *Brand Hijack: Marketing without Marketing* by Alex Wipperfurth. The book begins by examining the hijack that occurred with Mattel’s Barbie product line; a niche group of consumers emerged who created a customized version of the doll, which became “Trailer Trash Barbie.” Though the promotion gained traction among a specific customer base, Mattel used legal means to crush what it believed was a brand infraction. Traditional advertisers scream “stop!” when a predictable IMC plan is violated; in the world of brand hijack, marketers attempt to steer, but do not intercede, in the consumers’ perception of the product or service.

Red Bull, the category captain of the energy drink market, is also profiled in the book. According to Wipperfurth, Red Bull created a persona instead of brand attributes in building its business. Some of the tactics seem to infringe on sacrosanct industry standards: Throwing empty Red Bull cans on bathroom floors in trendy night clubs may spread the aura, but how authentic is the message? Of course, Red Bull and vodka has become the rage in many club settings, so perhaps the method

was in the madness.

After completing the book and making notes, I considered the best way to approach the topic in my New Trends class. I opted for a forum over lecture and designed a discussion guide for each class day. Brand hijack was new to me and I thought the most valuable way to learn would be alongside the

students. In many cases, my students represent the consumer group advertisers’ desire. In order to understand and teach well I must listen, learn and then form agreement among the group. Without the buy-in of my students, I have a formula to fail. Under brand hijack standards, this audience runs the show. By facilitating what they understand to be true, I am doing, and I am teaching. Testing, papers and final projects can follow, but are based on consensus learning.

Brand hijack is an interesting concept, if conceived and implemented within operational parameters. Some class observations were: *Understand the target audience and its culture.* This may not be in the form of traditional research, but rather observational in nature. *Identify the product’s market share within the product category, and the product’s current position in its life cycle.* Some products hijack better than others, i.e. they are creating a new category, or are offering functional improvements as a recent entry into a category (however, products such as Dickies workwear have been hijacked by a younger, trendy audience and does not fit this profile). *Create the environment for a persona to be established around the product or service, rather than traditional brand-building.* The persona must be authentic and promulgated by the consumer audience (not fabricated by the agency or client through “buzz”). *Create a club, not a cult.* The book profiles several cults and makes comparisons to hijacked brands. A club is friendly and inviting, while a cult has dangerous social implications. *Develop a “buy in” plan for the client; what are the advantages of brand hijack to the overall marketing plan?* How will the effort be measured? What proposal would be appropriate to educate the client on how brand hijack will be an advantage? *Determine a response plan: How will the agency and client respond if a “Trailer Trash Barbie” scenario erupts within a hijack effort?*

Students were encouraged to synthesize the information and create workable scenarios as part of their final projects. That’s the final takeaway from “doing” advertising; many times there are no clear answers and the only true solution is the one the client accepts as part of the sales process.

During the Summer B session, my “do” capabilities will incur another learning cycle. I have been asked to develop a special topics course in advertising analytics, so there’s no better way to begin than to reach out to another consummate pro, Chris Perkins, who was Executive Vice President at Arnold Worldwide and now President of Blitz Media. Chris has recommended *DAGMAR: Defining Advertising Goals for Measured Advertising Results* by Solomon Dutka and Russell Colley and *ROMI: Return on Marketing Investment* by Guy Powell. As with the New Trends strategy, we’ll discuss and test some of the metrics proposed in these publications, then work towards a group application that can serve as a ROI template for future campaigns classes in the advertising department.

Staying active in the industry will be (continued on page 3)

AD DIVISION *Kudos*

Compiled by Courtney C. Bosworth

Kattia Pierre Murray (Universidad de Costa Rica, Costa Rica, C.A.) had her research on Costa Rican television commercials which aired during the 1970s, 1980s, and 1990s developed into a DVD titled "Publicidad en Costa Rica: actors de fines del siglo XX." The title of advertising collection is "Acervo publicitario de la década de los 70 y 80."

Kristy Tucciarone (University of Missouri – St. Louis) authored "A Look into What Students are Seeing about Advertising." It will appear in the Fall 2009 issue of the *Journal of Advertising Education*. On September 11, she presented at the Missouri Academic Advising Association a presentation titled "Speaking the Same Language: Information College Seekers Look for on a College Web Site." Currently one of her classes, Promotion Essentials, is working on a service-learning project for the *Old North St. Louis Restoration Group* to help in branding, creating awareness, and hosting events to revitalize the physical and social dimensions of Old North St. Louis. Kristy is also serving on the board of governors for the AAF-Ad Club St. Louis. In this capacity she has developed a *College Speaker Series*.

Tom Bowers (University of North Carolina – Chapel Hill) has written a history of journalism education at UNC – Chapel Hill, *Making News: One Hundred Years of Journalism and Mass Communication*.

Edd Applegate (Middle Tennessee State University) contributed the article "Advertising Makes Products More Expensive" to *Advertising & Society: An Introduction*, edited by Carol Pardun and published by Wiley-Blackwell (2009) and also contributed the article "The History of Advertising" to the *21st Century Communication: A Reference Handbook*, edited by William F. Eadie and published by Sage Publications (2009). He also wrote *The Advocacy Journalists: A Biographical Dictionary of Writers and Editors* (2009) and *Muckrakers: A Biographical Dictionary of Writers and Editors* (2008), both published by Scarecrow Press (Roman Littlefield). He was the lead author, with Robert Kalwinsky and Dennis Oneal, of the refereed paper "Deans of ACEJMC-accredited Colleges and Schools: A Demographic Profile," presented at the Broadcast Education Association's conference in Las Vegas. He also co-authored, with John Bodle and Randy Livingston, the refereed paper "A 15-year Census of Gender-based Convention Research Preferences, Links and Levels of Inclusion: Scholarship Rates by Women with AEJMC Divisions, Interest Groups," which was presented at the AEJMC Midwinter Conference in Oklahoma City.

Kimberly Selber (University of Texas-Pan American) received tenure and promotion to associate professor. She also received the Provost's award for outstanding teaching for the College of Arts and Humanities. Kimberly also received the Provost's award for outstanding teaching for the university, and \$5,000. In addition, she received the UT System Regent's outstanding teaching award and \$25,000. Kimberly was named Executive Director of Marketing and Creative Services for the University of Texas – Pan American and she developed a new graduate course, "Advertising Strategies for Marketing Education."

Barbara Hines (Howard University) completed her presidency of AEJMC on September 30. She received the Faculty Senate's Award as the outstanding faculty mentor at Howard University. She also was the keynote speaker for a group of Afghan journalism educators touring the U.S. under the auspices of the State Department/IREX and presented a paper and served as a panelist at Cardiff University, Wales on The Future of Journalism.

We would like to hear about your accomplishments – including recent awards, appointments, and publications – or anything you think is worth sharing with AdNews readers. For future entries into the Kudos section, please e-mail Courtney Bosworth at cbosworth@radford.edu.

(Are we sure of what we teach? continued from page 2)

imperative to my teaching career. To that end, I intend to conduct my research work as a consultant within the private sector, where I can create, build, sell and service. I can take those experiences back to the classroom and apply practical examples to my presentations. Under Shaw's premise, I can, so I do. And I'll tell the story of how it's done to my students.

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Jami's special typeface mix is:
Serif: Minion
Sans serif: Century Gothic
Script: Juliet

Ducks Were Quacking & Kings Was Quaking

by Scott R. Hamula



Two “goods times had by all” events in Boston were most enjoyable. Our Duck tour of downtown (boy, it was hot that day) included 22 members who experienced the city, oneth by land, and twoeth by sea. Nobody got wet but a few did get to captain the amphibious vessel, albeit just dodging several bridge supports. Lucky for us, everyone came back to shore in one piece and was able to attend

the division social at Kings in the Billiards Room. It was a relaxing time to unwind after the business meeting and catch up with fellow members over a chicken wing, slice of pizza, and glass of whatever floats your boat (or duck). Even now our robust social committee is busy at work scouring the downtown Denver streets for our 2010 mixer location and social activity. Stay tuned...



AD DIVISION Best Paper Awards 2009

by Courtney Bosworth

On Thursday, August 6, 2009, the Advertising Division presented its annual awards for the best papers of the 92nd Annual Convention of the Association for Education in Journalism and Mass Communication within the division. The Top Student Paper Award of the convention went to Kenneth Kim of the University of Florida for his paper “Attribute Goal-Framing and Gain-Loss Framing in DTC HPV Vaccine Drug Advertising.” The study explored the interactive effects of gain loss framing domain with the attribute goal framing tactic on the persuasive outcomes associated with DTC HPV vaccine drug advertising. An experiment was designed with a 2 (framing tactic: attribute framing versus goal framing) \times 2 (framing domain: gain framing versus loss framing) between subjects design. This study also won the Inaugural *International Journal of Advertising* Best Student Paper Award.

The Top Research Paper Award went to the paper titled “What’s on the Menu in Food Advertising on Child-Related Television Programs,” authored by Jan Wicks, Ron Warren, Ignatius Fosu, and Robert Wicks, all of the University of Arkansas. This study analyzed 2,400 food advertisements across 10 broadcast and cable television networks and found that food ads appearing in children’s programming used more

emotional appeals and production techniques that distracted children from any disclaimers present in the advertisements. The Second-Place Research Paper went to George Angelcev of Pennsylvania State University and John Eighmey of the University of Minnesota for their paper “Motivation Crowding and Word of Mouth Advertising: Why Extrinsic Incentives Could Make People Less Likely to Buzz.” Finally, the Third-Place Research Paper was for Jennifer Ball, Danae Manika, and Patricia Stout’s, all from the University Texas, research paper “Across the Ages: Are College Age Adults a Viable Segment for DTC Prescription Drug Advertising?” The Inaugural *Internal Journal of Advertising* Best Research Paper Award went to “What’s on the Menu in Food Advertising on Child-Related Television Programs?” by Wicks, Warren, Fosu, and Wicks.

Also presented during the 92nd Annual Convention of AEJMC was the award for the Best Visual Presentation in a Poster Session went to Mark Y. Yim of the University of Texas for his paper, “The Role of Presence in Anaglyph 3-D Advertising on Consumer Evaluations.” Mark had a very interactive poster with 3-D advertisements displayed and 3-D glasses to use to experience the effect he used in his research paper.

Advice from the founders of one of today's hottest agencies

What ad students can learn from a *toy.* by Karen L. Mallia

Anne Bologna and Ari Merkin dubbed their agency "Toy" for a reason: "to create work that people go out of their way to experience and share—work that's as engaging as a new toy."

Their perspective on the advertising business today is as clear as their point of view on great work. Despite the economy being in the toilet, and keeping up with changes giving media watchers whiplash, it's a great time to get a job.

Though Toy is just four years young, co-founders Anne Bologna and Ari Merkin have a wealth of experience in some of advertising's most renowned shops. Anne spent 10 years at Fallon Minneapolis prior to becoming president of its NY office, overseeing BMW's 1990 pioneering web film campaign and was a major force in developing CitiBank's "Live Richly" strategy. Ari was the creative genius behind a number of the last decade's biggest ideas, like "Christ-mahanukwanzakah" for Virgin Mobile, Office Max's "Elf Yourself" viral phenomenon, the traffic-stopping pendulum billboard for Time magazine, and Crispin Porter's Mini Cooper campaign.

You could say they know a thing or two about the advertising business. Both feel strongly that students with passion, talent and the right skills can still find tremendous opportunity in the ad industry today—if they know where and how to look.

Some of their advice applies across the board; some specifics are unique to creative jobs. Some advice to job seekers is classic; other recommendations are changed in response to recent changes in communication technology.

Anne Bologna offers some specific advice for Gen Y. "The fundamentals matter. They will never go out of style: being able to write. Being able to speak. Interpersonal skills are huge, and in a generation that grew up on the Internet, many are very uncomfortable with face-to-face conversation. If I were to say anything, it's develop your social skills. You're going to be across the table from a client and you're going to have to think on your feet—you're not going to be able to respond with a text message when you're good and ready."

Students must recognize that there's plenty of talent out there, and they need to be sharply focused in their job search. "What differentiates a candidate for me is someone who's shown they want to work here, and they know why. They've already pre-screened themselves, and they see a match between themselves and what we're doing. That takes guts and it takes smarts, it takes doing your homework and it takes a little bit of self-direction. Kids have to know what they want."

Good news for college and university graduates: agen-

cies no longer prefer MBAs in account management. What agencies look for is a person with a well-rounded background, people who have skills and interests outside of the workplace, in addition to those essential communication skills.

Bologna says account planning or account management applicants need to know that the way they handle interactions in the job search speaks volumes about them—whether through mail, e-mail or telephone. On the other hand, creative directors don't want to be influenced by people or personalities—they want to see the work first. Today, it's a given that creatives need their portfolio on the web.

According to Merkin, most portfolios he sees come from graduates of places like Creative Circus and Portfolio Center in Atlanta, VCU Brandcenter and Miami Ad School. About 35 percent of books still come directly from college undergraduate programs, but the work needs to be every bit as competitive as what those schools are turning out.

How does your student know if a portfolio is good enough? Merkin suggests showing it to three to five creatives and creative directors whose work they admire. He resists recommendations for showing X number of campaigns. "I don't think there are any hard and fast rules anymore. Show your best thinking. And the more robust the book, the better—as long as it shows off your conceptual skills. Don't hesitate to put more in your book if it's all worth showing."

People should consider the pros and cons in starting at a big or small agency. "What young people like at a small shop is that they get to work on everything, that they walk in—whether they're fresh out of school, or whether they've been in the business five years—and they're working on the same assignments, and probably together. For junior people, it's very refreshing to walk into a place and be that integral to it, to get right into the creative process. You do pay a price for that in a small agency—generally the clients aren't that big, the budget might not be as big, the exposure for the work might not be as humongous. But that also means that the politics aren't as big, the bureaucracy isn't as big, the headaches aren't as big," Merkin explains.

But no matter where your graduates start their first job, they need to know two essentials. There's no such thing as the perfect job. And plenty of hard work and learning lie ahead.

These pros distill their success down to a very simple principle, "We show up daily and we bring to our jobs the same passion and creativity that we started in the business with." Merkin adds, "Honestly that's the best career advice anyone could have for you--Retain that passion for the business and keep your focus on enjoying what you do every day. It's a privilege. Then success is sure to follow." ●

From Techno-Weenie to Tech-Savvy:

THE ADVERTISING
TEACHING WORKSHOP
SHOWCASES USES OF
TECHNOLOGY FOR EVERYBODY

Sheri Broyles and Jan Slater organized another very successful teaching workshop at this year's AEJMC Conference in Boston.

by Frauke Hachtmann



The theme: Innovations in Teaching Advertising. Every year, this highly anticipated all-day pre-conference event provides members of the advertising division with effective tips for the classroom and this year the focus was on technology. The workshop started with two technology experts, who showed us the possibilities in advertising and marketing that technology provides, and ended with five specific examples of how technology can become a learning tool in the classroom even if you don't consider yourself a technology expert.

Tom Fauls from Boston University kicked off the workshop with his presentation titled, "From AdLab to YouTube: Teaching with Technology." Tom gave us a background on the current state of technology in the face-to-face and distance classroom and then covered practical applications of technology as applied in Boston University's AdLab. As a former ad professional who worked in creative for a variety of agencies (including Leo Burnett, JWT, and FCB), he discussed our students' technology needs in the context of what the industry needs. From using YouTube to explain important points in your lecture to using student response systems (clickers), Tom's presentation was an excellent reminder that we, as teachers, cannot afford to ignore technology in the classroom and should embrace it as a tool for learning. Only then can we prepare our students for a world that is increasingly driven by technology.

Sean Kegelman, Senior Vice President/Digital Media Partner Development at VivaKi, Boston, was the second presenter. Publicis Groupe launched VivaKi, which can loosely be translated as "energy flow," as a new strategic entity to help boost Publicis Groupe's clients' rapidly expanding digital marketing efforts. VivaKi is the world's largest center for developing new technologies, partnerships, and platforms required to build brands in the digital world. In his presentation, Sean emphasized the importance of blending the physical with the virtual world, which he illustrated with the "It's about you" Livestrong campaign at the Tour de France. The campaign created exciting, meaningful experiences that require "consumer opt-in" by combining promotional elements in the physical world with online digital elements. He reminded us that context is key to creating campaigns that are relevant to the audience and that are not viewed as interruptions but rather meaningful experiences in the consumer's mind.

The afternoon sessions consisted of five presentations by advertising professors, each of them focusing on a very specific example of how technology can be used effectively in the classroom. Glenn Griffin from SMU demonstrated how

creative idea journals can move into the blogosphere. One of the items he shared with the workshop attendees was an evaluation rubric that can help instructors to efficiently and effectively provide feedback for students, especially if you're assessing a large class.

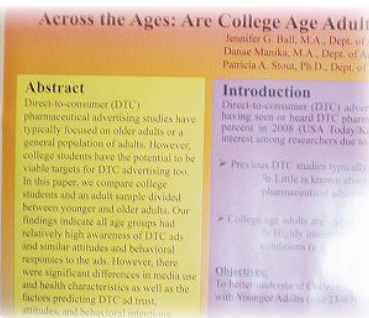
Diana Mincyte from the University of Illinois, Urbana-Champaign, discussed the challenges and opportunities of using technology in study abroad courses. She shared her experiences of taking a group of students to Italy to learn about food marketing and how her class used technology to share their ideas and observations electronically.

Frauke Hachtmann from the University of Nebraska showcased a free piece of software called Jing, which allows the user to capture and share images and videos with students. She explained how she used Jing in her asynchronous distance course to introduce assignments, provide audio/video feedback for students, collaborate on projects, and ask students to capture and share their presentations. She also discussed how Jing can contribute to building an online community because it facilitates student interaction with each other and the instructor.

Many of you have probably received invitations from your students to join Facebook and become "friends" with them online. Cynthia Frisby's (University of Missouri) presentation about connecting and maintaining student/professor relationships on social networking sites was an excellent primer of how to use Facebook as a learning tool. She discussed how the social networking site can increase student engagement in the classroom and build community. The presentation also included current tips, guidelines, and policies on how Facebook can be used effectively by instructors as well as students.

Hairong Li from Michigan State rounded out the afternoon session with a presentation about Google's online marketing challenge. As instructors we should be aware of a variety of online competitions involving the use of online media that our students can participate in. Google and other companies provide monetary incentives for successful competitors, resulting in real-life online media campaigns. Hairong provided tips and guidelines for instructors who want to participate in one of these excellent learning activities.

Overall, the workshop was once again a huge success. Some of us have used technology in our classrooms for a long time while others are just getting started. This workshop provided something for everybody and reminded us that we don't have to be technology experts to use it effectively to improve our students' learning.



First-Timer Report Texas Grad Student Finds New Ideas and New Connections in Boston

by Jay Newell

Danae Manika didn't quite know what to expect at her first AEJMC conference. "The first day I was a little overwhelmed, because I didn't know a lot of people," Manika said. "But during the Advertising Division social and the tour of Arnold Worldwide, I got to meet students and professors who share my research interests."

Manika, a second year Ph.D. student in advertising at the University of Texas, works with advisor Patricia Stout on health communication and consumer behavior. At AEJMC '09, Manika presented a paper that explored the relationship between the college-age population and direct-to-consumer pharmaceutical advertising.

Having previously attended the AAA conference, Manika took full advantage of the multiple disciplines and research streams offered at AEJMC. "It was nice to look at the diversity of research that is going on in the divisions. But there were lots of professors and students who had research areas similar to mine. AEJMC gives you a different perspective, and a way to expand your research interests." Manika is not yet on the job market, but she did some advance work in Boston. The conference was a chance to connect with professors and learn what they're looking for when it's time for me to apply for academic positions."

She suggests that graduate students should participate in upcoming AEJMC conferences. "Grad students should definitely submit a paper and attend the conference. Because of the diversity it's valuable to anyone."

Sheri Broyles: *Passionate, Dedicated and Committed*

By Bobbi Kay Lewis

Outstanding Service requires passion, dedication, and commitment. And anyone who knows Sheri Broyles (North Texas) would quickly agree that she represents all of these qualities.

Outgoing Division Head Hong Cheng (Ohio) presented Sheri with the 2009 Advertising Division Outstanding Service Award at the members meeting in Boston. Before announcing the name of the recipient, Hong described her qualities and devotion to the Division. I asked Sheri at what point did she know he was talking about her and she replied, "When Hong said something about she's a musician and even has a degree in music I thought, 'Hmm, I wonder who else has a degree in music?' I still didn't know he was talking about me. I was totally surprised."

Passion. Sheri doesn't do anything halfway. She believes in following her passion and doing what she loves. According to her bio, "Sheri's philosophy is never work for a living. Rather, do something you love (and if you love it, you'll do it well) with people you like." Her passion for music led to a performance degree in percussion and later led to a job in advertising and marketing for a symphony orchestra. With roots from a small town in Missouri, Sheri has an honest, sincere personality and passion for people. When asked what she enjoys most about serving the Division, she replied, "The people I've met, and that I continue to meet. We have some terrific people in the Ad Division. Smart. Friendly. A little wacky. It's just a fun group, and I look forward to seeing everyone each August."

Dedication. Sheri is a dedicated teacher, scholar, mother, wife and member of the AEJMC Ad Division. She has been a member since her first conference in 1998 in Baltimore where Michael Maynard (Temple) showed her the ropes and asked her to help him on the Membership Committee. Sheri puts it quite simply, "That's how I got involved in AEJMC. Because somebody asked." Boy, are we glad he asked! Six

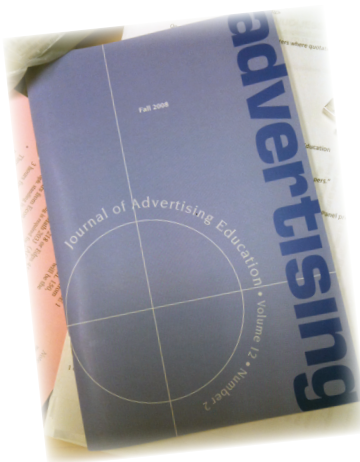
years later, she was serving as Division Head, and by 2006, she was taking over for Tom Bowers and Mary Alice Shaver in leading the Pre-Conference Teaching Workshop with Jan Slater (Illinois) and Peggy Kreshel (Georgia).

Commitment. She has been described as the "go to gal" for all things Ad Division related, as she has excellent institutional memory wherever the Ad Division is concerned.

Sheri is committed to providing students good teaching. Not only the students she teaches personally, but also she is committed to helping others to become better and more effective teachers. Although she continues to add more to her plate such as soon becoming Chair of the Standing Committee on Teaching, which includes serving on the Board of Directors of AEJMC, Sheri has committed to co-coordinating the Teaching Workshop for a few more years. "Jan, Peggy and I are going to have to be a little creative" because of their other roles within AEJMC. "Although the Board meets during some of the same time as the Teaching Workshop, we've committed to making it work. All of us think it's too important to just let it die away."

Finally, when I told Sheri how well-deserved she was for this award, she replied humbly, "Receiving the Advertising Division's Outstanding Service Award is a great honor for me because the division means so much to me. I'm touched. And I'm honored."





CALL FOR EDITOR OF THE *Journal of Advertising Education*

Journal Positioning: *The Journal of Advertising Education (JAE)* is published twice a year and is devoted to research and commentary on instruction, curriculum and leadership in advertising education.

Journal Sponsorship: *JAE* is a publication of the Advertising Division of the Association for Education in Journalism and Mass Communication.

Term: 4 years beginning January 1, 2011.

Desired Qualifications: Preference will be given to candidates whose educational background, experience, research and teaching accomplishments reflect the candidate's ability to

provide direction for the journal. Candidates for the editorship should demonstrate excellence in research and publication in the field of advertising. The editor is required to be an AEJMC member during the period of editorship. Support from the editor's institution is desired. More specific information will be provided upon request and finalists will be interviewed at the 2010 AEJMC conference in Denver.

To Apply: Submit (1) a letter of interest, (2) a statement of publishing philosophy and relevant experience, (3) current vita, and (4) a statement of support from your university director, chair, or dean. Submit all documents in MS Word or .pdf form via e-mail to: Brett Robbs at Edward.Robbs@Colorado.EDU, copy to rosep@fiu.edu.

Questions: Contact Pat Rose at rosep@fiu.edu

Deadline to Apply: May 15, 2010