

TEACHING PROMOTION AND INTEGRATED MARKETING COMMUNICATIONS

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ABSTRACT

A study of faculty in both marketing and communications departments who teach a basic, first course in advertising was conducted to assess approaches being taken to this important subject. Both groups responded equally, affording an opportunity to compare opinions within the same university, at times. AACSB accredited marketing programs and AEJMC communications programs comprised the initial lists.

As anticipated, the number of marketing majors in the responding programs was considerably greater than the number of advertising majors in communications/journalism/mass communications departments. Over 90% of marketing programs had more than 100 majors, while only 25% of advertising programs numbered over 100 majors. This, however, may be a function of the sample.

Respondents were directed to answer questions about the first course taught in their department in which advertising was the primary topic. The marketing departments were more likely to call their first course in which advertising was covered *Promotion* (60%), while communications departments referred to it as *Principles of Advertising* or something very similar (100%). In communications, this particular course was required for Advertising majors 90% of the time. In marketing, the first course in advertising was only required by 55% of programs.

The most interesting findings were about the content of these courses taught in two different departments by faculty with backgrounds in marketing or communications. They equally emphasized advertising ethics (100%), advertising careers (95%), creativity (65%), sales promotion (60%), point of purchase (58%), research (55%), and art/advertising production (52%). There was very low interest and coverage of sports marketing and interactive media.

Marketing placed more emphasis on integrated marketing communications (80% to 50% respectively, marketing to communications), corporate advertising, media, events, sales management, personal selling, and package design). Communications' advertising courses place more emphasis on direct marketing (90% to 60%), copywriting and interactive technology (35% over 15%).

Respondents were also asked to define integrated marketing communications and state their opinion on its importance. Definitions were quite consistent, but considerable disagreement exists about its importance. To our surprise, there was no more disagreement between the fields than there was within each field. Some saw it as very important, others saw it as a fad, while many (especially marketers) said that it was nothing new at all.

Recommendations for course development as well as future research are offered.