

**JME008**  
**Advertising Education in Australia: Looking Back to the Future**

**ABSTRACT**

In Australia, advertising is a \$13 billion industry which needs a supply of suitably skilled employees. Over the years, advertising education has developed from vocational based courses to degree courses across the country. This paper uses diffusion theory and various secondary sources and interviews to observe the development of advertising education in Australia from its early past, to its current day tertiary offerings, to discussing the issues that are arising in the near future. Six critical issues are identified, along with observations about the challenges and opportunities within Australia advertising education. By looking back to the future, it is hoped that this historical review provides lessons for other countries of similar educational structure or background, or even other marketing communication disciplines on a similar evolutionary path.

**Key words:** Advertising Education, Marketing Education, Australia

## INTRODUCTION

Despite its comparatively small population and modest GNP, Australia has a vibrant advertising industry. In 2007, the Australian advertising industry generated \$A 13.2 billion in billings (AdNews, April 18, 2008) and employed more than 6,000 people in the top 150 advertising agencies (AFA, 2009) and over 1,000 people in media shops (MFA, 2009). The infrastructure of the Australian advertising industry looks much like that in any other developed country: professional associations, advertising agencies, advertisers, media, support services (i.e. research firms, production companies, and consultants), and self- and government regulatory bodies. Until recently, the source of advertising talent in Australia has been a combination of expatriates (largely from the U.K. and the U.S.A.) and Australians who entered the business immediately after high school or after a few years of working in a related field. Like most of the early advertising practitioners in the U.S.A., Australians received their advertising education on the job rather than in the classroom. However, over the past 25 years, this has been changing, with undergraduate and postgraduate degree programs being made available across the country.

The purpose of this paper is to document the state of advertising education within the tertiary (higher education) sector in Australia. Little research has been done to benchmark advertising education in Australia (Waller, 1995; Kerr and Patti, 1999; Kerr, Patti and Chein, 2004; Kerr, Schultz, Patti and Kim, 2008). One of the first studies by Kerr and Patti (1999) looked at the changes in Australia's educational environment and the impact of this on the evolution of advertising programs. Subsequent research has examined the state of marketing communication curricula in Australia and New Zealand

(Kerr, Patti and Chein, 2004) and internationally (Schultz, Kerr, Kim and Patti, 2007; Kerr, Schultz, Patti and Kim, 2008). While the focus of this paper is on advertising education, marketing education in Australia has travelled a similar path, shaped by the same educational reforms and economic imperatives (Harding, 2006).

In the US, a number of studies have contributed to the understanding of advertising education (Haley, 2003; Richards and Taylor, 1996; Advertising Education Summit, 2001). One of the most definitive studies, “Advertising Education – Yesterday, Today, Tomorrow” (Ross, Osborne and Richards, 2006), sought to chronicle the history and nature of advertising education in the US in relation to the changes in the discipline and the challenges for its future. This paper serves a similar purpose, knowing that the future of the advertising industry in Australia will be significantly affected by the availability of a work force that is trained in business strategy, marketing management, communication theory, the social sciences, research, and advertising theory and practice.

The paper examines the advertising education sector, including its history, policies and practices, and profiles and structures, with the data being collected from a diverse range of secondary sources and interviews with university administrators. It also uses a framework of diffusion theory to identify barriers to innovation and the champions of advertising education in Australia.

The reason why this paper is important is that the industry itself has signalled education as an issue for concern. The AFA Salary Survey conducted in late 2007, showed the average tenure at advertising agencies was three years, with 41% of staff regarded as new employees (Lees, 2008). Staff retention and a talent shortage have been

of such concern to the Australian advertising industry that an Advertising Skills Summit was convened in August 2008.

In addition to practitioner concerns, this paper is also important because without an understanding of the past and an appreciation of the present, we cannot plan a strong future for advertising education in Australia and other countries that share a similar socio-economic and cultural environment.

## **HISTORY OF ADVERTISING EDUCATION IN AUSTRALIA**

Advertising education in Australia demonstrates a strong vocational orientation and maintains close industry ties for internships, guest speakers, and full-time, entry-level employment. Additionally, the majority of universities that deliver advertising courses have a heritage as technical institutions, which further encourage a vocational orientation to advertising education in Australia. Because there are only six advertising courses offered by the Technical and Further Education Sector (TAFE) nationally and the emphasis of private providers is on skills-based graphic design courses, this paper focuses on advertising education offered through Australian universities.

### **Early Providers of Advertising Education**

As early as World War I, advertisers were aware of the need for a standard of educational qualification within the industry. At that time private business schools and correspondence courses, such as I.C.S. (International Correspondence Schools) and the Alexander Hamilton Institute, were the only way to study the principles and techniques of the areas of “Advertising and Salesmanship” (Waller, 1995). Advertising agents began to understand the need to improve the image of the advertising industry and thereby build

confidence and credibility within the community. The First Convention of Australasian Advertising Men was organised for Brisbane in September 1918, which was the first of six conventions that were held until 1931. The main outcome of these conventions was to recognize advertising as a profession and the subsequent need for a training system for new entrants to the industry. In 1920 at the Second Convention, the Federal Education Board was established. Students could study for a certificate (1 year) or Diploma (2 years) in Advertising through the State bodies. It was felt that these would be of the “same value in the commercial world as those issued by the “Accountancy Institutes” and “...have at least the same standing and value as a University degree” (VIA, 1920). Although it was not necessary to hold a certificate or diploma to enter the advertising industry, by 1935, 155 members of the Advertising Association of Australia (AAA) held diplomas, eight of whom were women (AAANZ, 1935).

The subjects studied were:

Certificate (1 year)

1. Advertisement Construction
2. Media
3. English
4. Printing, inks, paper
5. Commercial Art & Reproduction Processes
6. Salesmanship

Diploma (2 years)

(Complete all Certificate level subjects in 1st year)

1. Advanced Advertising Construction and Psychology
2. Planning a Campaign
3. Management
4. Advertising Agents and Service Agents
5. English
6. General Business and Organisation
7. General Information.

A student completing the Certificate would have a strong technical knowledge of such areas as printing, type styles and layout. The second year's study to obtain a Diploma would result in a more rounded education which included Psychology, History, Politics, Science, Arts and Philosophy. Although the curriculum might appear "ridiculously pretentious" (Spierings 1989, 327), the inclusion of subjects such as history, science, and philosophy were a deliberate choice to reflect the high intellectual and scientific status amongst those studying advertising. Educators felt this would achieve the practitioner aims of building respect and credibility of advertising practitioners within the community.

### **Australia's First Advertising Degree Program**

In 1974, the first comprehensive Bachelor degree award in advertising was offered by the Queensland University of Technology in Brisbane. The newly formed School of Communication identified an industry need for qualified professionals in advertising. The three-year Bachelor of Business in Communication degree was developed in consultation with leading Brisbane advertising industry figure, John Garnsey (Kerr and Patti, 1999). The program was the sole provider of advertising education within Australia universities until the 1990s, when a number of universities, particularly the newly-formed universities from what were former technical colleges, began to broaden their course offerings to include advertising. Table 1 presents a list of the advertising degree programs that commenced in the 1990s. The growth of, on average, a new comprehensive advertising degree program every year from 1990-1997, was encouraged by a number of factors. The first and perhaps most pivotal was the fact that five of the seven new program providers had recently become universities in 1987

and their new missions included curriculum expansion. Secondly, the rapid growth of the advertising industry in the 1980s created a demand for skilled entry-level employees, and as the tradition of higher education had been largely vocational, the advertising industry began to look to the higher education sector as a source for skilled labor. Thirdly, without the constraints of a traditional academic home, the advertising programs were free to emerge from many different faculties—as an extension of an arts degree, a component of journalism and media, as a specialization within marketing, or as an independent program. And finally, the growth and success of the sole provider, QUT, was seen as a marketing opportunity for the new universities (Patti, 2006).

## **TABLE 1 HERE**

### **ADVERTISING EDUCATION IN AUSTRALIA TODAY**

#### **Undergraduate Degree**

As an individual subject, Advertising is taught at 37 of the 38 universities in Australia (Waller, 2006). According to Table 2a, the subject names vary, but the name most commonly used is Marketing Communications, distantly followed by Promotions Management and Advertising Management. Most subjects had Marketing as the prerequisite, although many had both Marketing and Consumer Behavior. Undertaking a simple content analysis of the subject outlines and university handbook entries, the main terms used to describe the subject included IMC, and Strategy, followed by Promotional Mix and Plan.

**TABLE 2 HERE**

There are 12 universities that offer undergraduate programs in Advertising. All offer three-year, full-time programs leading to the award of a Bachelor of Business in Communication or Advertising and Marketing, Bachelor of Arts in Communication, Advertising/Marketing, Graphic Design or Visual Arts or a Bachelor of Communication or Design. Nine of these offer comprehensive advertising programs, i.e., they include an introductory advertising unit, media planning, copywriting, management and a planning, project or campaigns unit. A profile of the universities is found in Table 3. Bond University is the only private university in this group, and more than half of these universities have evolved from other higher education institutions. Of the remaining, only two (Monash and University of Queensland) were founded prior to the creation of the National Unified System in 1987. When we isolate those programs that offer a comprehensive advertising education, the pattern is even more pronounced with two-thirds of all universities formerly institutes of technology.

**TABLE 3 HERE**

A typical profile of the university that offers a comprehensive advertising program in Australia is that it was established as a technical college and upgraded to a university in 1988. It has a traditional vocational focus and today its orientation is still vocational and applied. The university has a large undergraduate population and often-inadequate facilities, the legacy of past underfunding. To compete with the more



traditional universities for government funding, there has been a push for research outputs, often at the expense of teaching quality (Ashenden and Milligan, 1997, 253).

QUT is widely regarded as the leading advertising program in Australia (Kerr and Patti 1999). It was the first to introduce a comprehensive advertising program and has been the model for many of the more recent programs. The focus of the typical Australian advertising program is on the more strategic subjects, with most programs offering a principles of advertising subject, an advertising management or strategy subject, and a research subject. Half of the programs reviewed teach the more applied areas of copywriting and media planning, and only six carry this through to a final capstone campaigns course, although others include an advertising project. Often the absence of the copywriting unit is a reflection of the program's position in the Business School. The creative subjects may be taught in the Arts or Communication Schools

**TABLE 4 HERE**

The structure of a comprehensive advertising program in Australia, as shown in Table 4, is very similar to that found in the US (US Status of Advertising Education 1989 in Ross, Osborne and Richards, 2006). Ross et al (2006) explained the absence of the management unit over time on its inclusion in the core offerings of the degree program. In Australia, this is often replaced by a planning unit. This is either in addition to the campaigns unit, or as a combination of planning/campaigns unit. The other observation from this table is the lack of evolution in advertising programs in both Australia and the US in the past 20 years.

## **Graduate Programs**

As an individual graduate subject, Advertising is taught at 27 of the 38 universities in Australia. According to Table 2b, the subject names again vary across institutions, but the name most commonly used is Integrated Marketing Communications, followed by Marketing Communications. Most subjects just had Marketing as the prerequisite. Using a simple content analysis of the subject outlines and university handbook entries, the main terms used to describe the postgraduate Advertising subject included Practice, followed by IMC, Promotional Mix and Theory.

QUT was the first university in Australia offering a comprehensive graduate program in advertising. It began its graduate program with a Graduate Diploma in Communications in 1985 and expanded into two coursework Masters programs, a Masters by Research program and PhD studies in 1996. Graduate students studying for a Masters in Business Administration can also choose an advertising minor. Other universities, such as RMIT, Charles Sturt, and Bond, offer Masters by Research programs that include research subjects and a thesis component, without offering specific graduate advertising courses. In other graduate initiatives, Bond established a Centre for New Media Research and Education in 1994, and QUT also operates a research center.

## **Advertising Faculty**

Perhaps the most accurate profile of advertising faculty in Australia comes from the membership registrar of the newly-formed Australian and New Zealand Academy of Advertising (ANZAA). Examining the profiles of 23 members shows an almost even distribution of male (13) and female (10) members. Most are employed at the lecturer (6)

or senior lecturer (11) level. Membership of the academy includes two associate professors and one professor. Surprisingly absent, and perhaps some cause for concern in the ongoing maturity of academia in Australia, there are only three associate lecturers or entry-level academic positions.

Most of the academic staff teach in the IMC or marketing communication area, followed by advertising management, media, advertising campaigns, creative, strategy and planning and international advertising. The teaching areas reflect the comprehensive nature of advertising education. The main universities represented are QUT (Brisbane), Monash (Melbourne) and UTS (Sydney).

Apart from the increasing number of advertising programs since 1990 and its extension into the graduate area, a number of other major changes are impacting the current education environment. These changes range from the evolutionary nature of the discipline itself to basic operational issues such as funding, staffing and administration overload. The next section explores these issues in terms of diffusion theory and examines their impact on advertising education in Australia.

### **ADVERTISING EDUCATION AND DIFFUSION THEORY**

Diffusion is the process by which a new idea or innovation spreads, and is accepted and adopted by the population. Applied to the development of advertising education, diffusion theory demonstrates how advertising education has been adopted by universities across Australia, and offers evidence of its acceptance by the academic community. The rate of this diffusion is considered to be explained by five characteristics – complexity, compatibility, relative advantage, observability and trialability (Rogers 1995). Table 5 demonstrates how these characteristics of diffusion may be applied to the

development of advertising education in Australia, drawing from both the literature on diffusion and offering examples from the history of advertising education discussed in the previous section.

#### **TABLE 5 HERE**

The characteristics of diffusion affect the rate at which different universities adopt an advertising program. Five categories or kinds of adopters have been conceptualized as innovators, early adopters, early majority, late majority and laggards (Summers, Gardiner, Lamb, Hair and McDaniel 2003). The innovators are generally thought to be the first 2.5% of adopters and are the champions of advertising education, such as QUT. Following them, the early adopters account for the next 13.5% to adopt an advertising program. In this case, they are the largest universities of technology, and often the opinion leaders, UTS and RMIT. Their adoption encourages the early majority, the next 34%, to follow. Typically, the early majority seek information, evaluate options and consider the actions of opinion leaders. The late majority, the next 34%, adopt mainly because of peer pressure. The laggards make up the final 16%. They are tied to the traditions of the past or the comforts of the present.

Regardless of the rate of adoption, any new advertising program inevitably involves more work for faculty members. Therefore, the decision to adopt must be based on the recognition of potential benefits of the advertising program, and supported by the stamina of faculty to make the changes. This could be motivated by the personal factor (personal interest) or the subject norm (social influence), according to the theory of reasoned action (Ajzen and Fishbein 2000). Relating this to advertising education,

personal interest in advertising may be a result of research, study, experience or external pressure from practitioners in the area, as was the case with the first advertising degree program in Brisbane.

Likewise, social influences are also important contributors to any innovation. In the academic world, this social influence spreads through academic journals, academic associations and academic conferences such as the Australia and New Zealand Marketing Academy Conference. The word-of-mouth of colleagues in university departments or in social networks may also be important. In addition, practitioners may support the development and teaching of advertising as they identify shortages of new talent in their industry.

In summary, the diffusion of advertising education in Australia appears to be based on the characteristics similar to all innovation (complexity, compatibility, relative advantage, observability, trialability), as well as the personal interests and social influences of those academics who may be in a position to influence advertising education. While this explains much of the history and practice of advertising education, we need to consider the obstacles to further innovation of advertising education as future issues.

### **FUTURE ISSUES FOR ADVERTISING EDUCATION**

While the preceding section has demonstrated limited evolution in advertising education, this change has not been as fundamental as that facing the discipline itself (Rust and Oliver, 1994; Schultz and Schultz, 2004). However, there has been some debate and discussion in the US on the implications of these changes on the future of

advertising education. This has led to an Advertising Education Summit in 2001, the foundation of which was a paper on the “Thoughts on the Future of Advertising Education”, by the University of Texas in 2000. This paper raised five questions, which are fundamental for advertising educators internationally:

1. How can advertising education become a stronger shared venture amongst universities and between universities and industry innovators?
2. How will advertising education respond to the growing need to operate on a global stage?
3. How will advertising education deal with the growing crisis in finding and keeping capable, innovative people to fill the role of advertising teacher and researcher?
4. How can advertising faculty enhance respect for the discipline by conducting research and obtaining research grants at a level consistent with the most admired academic areas?
5. How will advertising education brand itself, its mission and the programmatic strengths needed to be successful as an influential collective?

Guided by these questions and mindful of the unique educational environment and small population within Australia, six critical issues are raised for the future of advertising education in Australia.

### **Critical Issue 1: What is Advertising?**

Advertising as a discipline has been redefined (Richards and Curran, 2004) and rethought in terms of the role of research, planning, creativity and especially, media (Schultz and Kerr, 2008; Schultz and Pillota, 2004). Part of this ‘rethinking’ has been the emergence of integrated marketing communication (IMC) and its impact on advertising. In advertising education, however, there seems to be little change in programs or curricula. While marketing communications, although not IMC, is the nominated major

in three Australian programs, most majors are still advertising and most curricula are still what they were in name 20 years ago.

It must be noted, however, that while the name remains the same, the content may have changed. For example, a 2004 analysis of syllabi in marketing communication subjects in Australia and New Zealand found little evidence of anything resembling IMC (Kerr, Patti and Chein, 2004). There is anecdotal evidence and academic integrity to suggest that these subjects have been updated in line with the changes in the industry. Media planning, for example, has been broadened to include all channels, not just traditional mass media. The introduction of planning units into advertising curricula is further evidence of innovation.

### **Critical Issue 2: Funding**

The higher education sector suffers from resource constraints, which can be perhaps traced to globalization (Slaughter and Leslie, 1997). Increased global competition has led to reduced revenue from operating grants and greater pressure from governments to become more efficient and find alternative sources of funding (Harding, 2006). Universities have responded by seeking alternative sources of revenue, such as the recruitment of international students, the introduction of full-fee paying places to supplement to government-funded students and the encouragement of executive education. Another survival strategy is to open the classroom worldwide by introducing more online courses and greater flexibility in course delivery.

The result is that advertising programs operate with less real funding than in the past, but the cost of building and staffing a good curriculum continues to increase. In

addition to this economic reality, advertising is becoming increasingly complex and technologically dependent. This also has an impact on funding.

### **Critical Issue 3: Program Choices**

The combination of the first two critical factors leaves us pondering program choices about content, level and delivery. The first of these questions is, “What should constitute an advertising program and how is its content different from IMC?” This dilemma has been compounded by the lack of textbooks that deal with IMC theory and concepts. While many have added “IMC” or “planning” or even “digital” to their title, there has been little substantive change in between the covers. Schultz, Kerr, Kim and Patti (2007, 27) conducted an international syllabi analysis of IMC courses and commented,

*“...this research showed that the content of the IMC units was largely driven by the textbook adopted. Therefore, we recommend that publishers do more than give an advertising or promotions management text an ‘IMC focus.’ There is a need for true IMC texts that encompasses the theory, research, key writers, and models of IMC. With textbooks driving unit content, unless the texts are truly representative of the discipline, the unit will also fail to reflect true IMC content.”*

Once we resolve the content issues, the next question has to be about the level of the program: “How does an undergraduate program differ from a graduate one?”. Are we discriminating between practical knowledge skill sets at the undergraduate level; theory and practical sets at the master’s levels; research and theory growth at the doctoral level? Or, does the growing numbers of international students at the graduate level call for simplification of content and approach? In addition, have we, by making an undergraduate degree almost mandatory for many entry-level positions, driven those seeking to switch jobs to take graduate classes? This move would surely require more practical skills being taught at graduate level.



Our third program choice then is about delivery: “Are we engaging students with new delivery systems?”. Is interactive, web-based material based on pedagogical foundations supplementing student learning or just creating additional work? Are we making it easier for students not to attend “live” classes on the campus -- and, in doing this, are we meeting employer expectations about content rigor and the development of interpersonal communication skills?

#### **Critical Issue 4: Staffing and workload issues**

With universities pushing for more qualified staff to meet university and accreditation requirements (such as AACSB) or to drive research funding, many Australian universities have permanent vacancies in their advertising departments. This is largely due to two factors: (1) the small pool of graduate, and especially, PhD students in the area of advertising and, (2) the low wages in Australian universities. The small pool of advertising educators could be supplemented with international faculty, except that Australian wages are low by international standards. For example, the salary for an entry level academic position in the US is almost commensurate with that of a Head of Department in Australia. Entry-level academic salaries also compare just as unfavourably with industry positions in Australia, giving good students little financial incentive to seek an academic career.

This lack of academic staffing has also increased the workload of those already in the department. Administrative duties, growing class sizes, the duplication between online and in-class materials and the ever presence of email add hours to an academic’s workload.

#### **Critical Issue 5: Accreditation**

Unlike public relations and marketing programs which are accredited by industry bodies in Australia, there is no Australian system of accreditation of advertising programs. This means that courses are not accredited or they seek international accreditation through bodies such as the International Advertising Association (IAA). This accreditation is expensive and some see little value in return. Nine of the 55 advertising programs that IAA accredits are within universities in Australia.

### **Critical Issue 6: Research**

This paper has demonstrated how much more difficult the role of the advertising teacher has become. The academic is expected to be not only a teacher, but researcher as well. Universities are making research a mandatory part of the workload model in order to secure the elusive government funding.

Apart from workload, there are some inherent problems for advertising researchers. The first is the lack of speciality advertising and marketing communication journals. Advertising journals are scarce, with the *Journal of Advertising*, the *Journal of Advertising Research* as the only Tier 1 options and the *International Journal of Advertising*, *Journal of Marketing Communications* and the *Journal of Current Issues and Research in Advertising* as the other primary outlets. This means that there are only two Tier 1 dedicated advertising journals.

The Australian Federal Government is introducing a national journal ranking system. While this will simplify the research funding scheme, it will also imply that research output in journals will become increasingly tied to workload, promotion and employment prospects. To encourage a culture of research in universities, we must put

higher emphasis on identification of Australia's top advertising research institutes, collaboration with peers and support through university-funding.

A potential solution is to create a two-tier faculty system, in which advertising professionals do most of the teaching, while the PhD-qualified staff focus on research and curriculum development. Or perhaps a greater use of visiting international academics could help staffing problems and research pressures. In Europe, universities such as Bocconi, INSEAD and other top-level MBA programs recruit international visitors to deliver up to 75% of their courses. Australia would no doubt prove an equally popular destination for overseas professors, provided the salary structure is somewhat adjusted to reflect international standards

## CONCLUSION

In the last 30 years advertising education in Australia has come a long way. While graduate education in advertising is still rare, there are now several universities that provide students with the opportunity to concentrate their studies on advertising. The rapid growth of advertising education in Australia raises several questions, though, including:

- Why has interest in studying advertising grown so much in recent years—a period in which the advertising industry has seen so much turmoil?
  - Is university-based education in advertising ahead of trends in the industry itself?
- While educators often like to believe their programs lead industry trends, there are plenty of examples of business curricula that follow rather than lead. Curricula built around concepts of integrating disciplines, focus on communication skills, ethics,

equity, and globalization largely are a fallout from industry's dissatisfaction with the skills and perspectives of graduates.

- Will the advertising programs within Australia continue to model the QUT program of the 1970s and 1980s? Or, will there be a maturation of programs, some considering alternative perspectives for advertising education? At this point, there appears to be ample opportunities for programs to differentiate with movements in varied directions, i.e. advertising management, creative, social-cultural emphasis, public policy, etc.
- What can Australia learn from the development of advertising education in the US? While this paper has identified many historical similarities between the two countries, it has not necessarily addressed the issue whether they will face similar challenges in the future. Like the Australian experience, the US model of advertising education has changed little. Will significant industry change be a driver of educational reform? And should Australia be looking to the US for innovation in advertising education?
- The singular imperative of university education in Australia has been to provide a pathway to employment. This is the situation in many countries such as Malaysia, Singapore and Thailand. However, the growing maturity of university education in Australia, and the increasing insistence on a degree for entry level positions, has spawned a demand for graduate capabilities, like critical thinking, social and ethical understanding and communication skills. Will this trend be repeated internationally and can other countries at different stages of educational evolution learn from the Australian experience?

- To what extent has integrated marketing communication (IMC) influenced advertising curricula in Australia? The IMC concept that has so strongly impacted the communication industry and advertising education in the U.S. is barely visible in Australia. QUT offers both an undergraduate and postgraduate course in IMC. While the course attracts large enrolment, IMC does neither represent a major movement at the university level nor within the communication industry.
- Who will lead future developments in advertising education in Australia? As there are no Ph.D. programs in Australia that offer specialization in advertising, faculties largely consist of people with master's degrees or with doctoral studies in a field that might be related to advertising.

There are no immediate answers to any of the above questions, but this paper has provided an important historical context for examination of current and future educational issues. In many ways, advertising education in Australia is still in the early phases of its life cycle. Educating the industry, prospective students, and the general public about the many dimensions of advertising remains a formidable task for advertising educators. For 25 years, advertising education has had a single perspective—train young people for entry-level positions. Further, the training has focused on advertising tactics. As advertising education moves along its developmental life cycle, there are ample challenges for advertising educators. These challenges include: (a) the opportunity to lead Australian thinking about advertising's role in society as well as business; (b) repositioning the value of studying advertising, helping students understand that there are reasons other than career training to study advertising; and (c) recruiting

and training a new generation of advertising educators who understand the roots of advertising education in Australia and can also help develop students at all levels to appreciate the role that advertising can play in Australia in the next century.

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**Table 1: Early Advertising Degree Programs**

<b>Year Commenced</b>	<b>Degree</b>	<b>Institution</b>
1974	Queensland University of Technology	Bachelor of Business-Communication
1985	Queensland University of Technology	Graduate Diploma in Communication
1990	University of Technology, Sydney	Bachelor of Business
1992	RMIT (Royal Melbourne Institute of Technology) University	Bachelor of Arts-Advertising
1994	Charles Sturt University	Bachelor of Arts-Communication
1994	Canberra University	Bachelor of Arts-Communication
1995	Monash University	Bachelor of Communication
1996	Queensland University of Technology	Master of Business-Communication
1997	Curtin University	Bachelor of Business-Advertising & Mktg
1997	Bond University	Bachelor of Communication

Source: Various sources, including Good Universities Guide, University Bulletins, and interviews

**Table 2: Subject Names and Main Terms Used in Introductory Advertising Subjects**

<b>(a) Undergraduate Subjects</b>	
<b>Undergraduate Subject Names</b>	
Marketing Communications	17
Promotions Management	4
Advertising & Promotion Management	2
Others include Advertising, Promotional Marketing, Promotional Strategy, Integrated Marketing Communications, Advertising Theory & Practice, Marketing Communications Management, Advertising & Promotion	
<b>Top 10 Words in Undergraduate Advertising Subject Description</b>	
Word/s	Number
IMC	14
Strategy	14
Promotional Mix	13
Plan	12
Theory	11
Practice	11
Communication	10
Promotion Topics	10
Media	10
Marketing Communications	9
<b>(b) Postgraduate Subject</b>	
<b>Postgraduate Subject Names</b>	
Integrated Marketing Communications	7
Marketing Communications	6
Others include Advertising, Advertising Management, Promotional Marketing, Communication Strategies, Advertising & Promotions Management, Communications & Promotion Management, Marketing Communications Management, Marketing Communication & Promotion	
<b>Top 10 Words in Postgraduate Advertising Subject Description</b>	
Word/s	Number
Practice	12
IMC	10
Promotional Mix	10
Theory	10
Marketing Communications	9
Media	9
Strategy	9
Decision making	7
Promotion Topics	7
Management	6

**Table 3: Profile of Australian Universities offering Advertising Programs**

University	Year Est.	Year/ Uni Status	Type	Degree	Major	Comprehensive ad program	Number of Students
Bond University	1989	1989	Private-academic, some applied research	Communication	Advertising	Yes	4,493
Charles Sturt University	1990	1990	Public-vocational, distance, limited applied research	Arts	1.Communication – Advertising 2.Marketing Communication	Yes	33,621
Curtin University of Technology	1967	1987	Public-vocational, significant applied research	(1)Arts (2) Business	(1) Creative Advertising Design (2) Advertising	Yes	38,636
Edith Cowan University	1902	1991	Public-vocational, distance, limited applied research	Communication	Advertising	Yes	23,736
Monash University	1958	1958	Public-academic, vocational, distance, research emphasis	Business	Marketing Communication	No	55,422
Queensland University of Technology	1882	1988	Public-vocational, applied research emphasis	Business	Advertising	Yes	38,816
RMIT University	1887	1992	Public-vocational, applied research emphasis	Communication	Advertising	Yes	38,306
University of Canberra	1967	1990	Public-vocational, applied research emphasis	Communication	Advertising and Marketing Communication	Yes	11,534
University of Queensland	1909	1909	Public-academic, research emphasis	Business	Advertising and Public Relations	No	37,477
University of Technology Sydney	1965	1988	Public-vocational, applied research	(1)Arts (2)Business	(1)Public Communication (2) Advertising and Promotion Management	Yes	31,641
University of Western Sydney	1989	1989	Public-vocational, some applied research	Communication	Advertising	Yes	33,354
University of Wollongong	1951	1975	Public-academic, vocational, research emphasis	Communication & Media Studies	Advertising and Marketing	No	22,176

Source: Compiled from The Good Universities Guide 2008

**Table 4: Advertising Curriculum changes Australia and US 1989-2008**

	<b>1989 US</b>	<b>1999 Australia</b>	<b>2006 US</b>	<b>2008 Australia</b>
Introduction/Principles	Y	Y	Y	Y
Copywriting	Y	Y	Y	Y
Media Planning	Y	Y	Y	Y
Ad Management	Y	Y	N	N
Ad Campaigns	Y	Y	Y	Y
Advertising Research	Y	Y	Y	Y

**Table 5: Diffusion of Advertising Education in Australia**

<b>Product Characteristic</b>	<b>Relation to Advertising Education</b>	<b>Indicators of characteristic</b>	<b>Example of Practice</b>
Complexity	Degree of difficulty in understanding and adopting advertising courses	<ul style="list-style-type: none"> <li>. Structure and processes of universities - difficulty in introducing new courses.</li> <li>. Availability of dedicated advertising texts and instructor resources.</li> <li>. Models of advertising courses and programs in other universities.</li> <li>. Academics' knowledge of advertising.</li> </ul>	Change in government policy to National Unified System in 1987 created new universities and expanded academic offerings.
Compatibility	Degree to which advertising program is consistent with existing values, experience, needs and structure.	<ul style="list-style-type: none"> <li>. Fit with disciplinary structure.</li> <li>. Fit within program structure</li> <li>. Expertise and values of staff – advertising champions.</li> </ul>	Advertising programs can be housed in business (QUT), the Arts (Charles Sturt), in marketing schools (Curtin) and in Schools of Communication
Relative advantage	Degree to which an advertising program is perceived to offer advantage to the university.	<ul style="list-style-type: none"> <li>. Attract students.</li> <li>. Attract staff.</li> <li>. Satisfy practitioners.</li> <li>. Enhance existing programs.</li> <li>. Tie in with research interest</li> <li>. Determines level of financial support.</li> <li>. Position university as innovator.</li> <li>. Shapes future of professions.</li> </ul>	Strong growth of advertising industry in the 1908s created demand for skilled entry-level employees.
Observability	Degree to which the benefits of adopting advertising program can be observed by others.	<ul style="list-style-type: none"> <li>. Enrolment figures.</li> <li>. Graduate destinations.</li> <li>. High profile of advertising champions.</li> <li>. Academic papers.</li> </ul>	Growth and success of sole provider QUT seen as an opportunity for new universities 1990-1997.
Trialability	Degree to which advertising education can be trialled on a limited basis.	<ul style="list-style-type: none"> <li>. Course versus program.</li> <li>. Executive education.</li> <li>. Visiting professors or industry professionals bring advertising expertise.</li> </ul>	The creation of an advertising minor before launching into a major, as was the case with Curtin.

Source: Developed for this research based on Rogers 1995; Summers, Gardiner, Lamb, Hair and McDaniel 2003; Kerr, Schultz, Patti, Kim 2008.