2015 Annual Conference Proceedings

Teaching Marketing to New Generations and Non-Traditional Students

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Las Vegas, Nevada
April 15-16, 2015

Special Dedication

This conference and these proceedings are dedicated to our late beloved colleague, Dr. Oscar W. DeShields, Jr., who passed away shortly after our 2014 MEA Conference in San Jose, California.

About the Marketing Educators' Association (MEA)

MEA was originally incorporated as the Western Marketing Educators' Association, a nonprofit organization under Section 501 (c) (3), on April 28, 1978 by the Internal Revenue Service; and on August 15, 1979, by the State of California. The Articles of Incorporation approved by the IRS and the State of California were signed by the following MEA representatives:

Hal Kassarjian, University of California, Los Angeles

Max Lupul, California State University, Northridge

H. Bruce Lammers, California State University, Northridge

By vote of the members in June 2000, the organization became national in scope and the name was changed to Marketing Educators’ Association (MEA).

In subsequent years, many international marketing educators from universities and colleges in other countries have joined MEA and are active participants, making MEA a truly international organization.

Note: This book of Proceedings was prepared from camera-ready copy supplied by the authors. Readers should contact the authors for further information. The MEA membership directory and full text conference proceedings from 1981 through 2013 are available at www.marketingeducators.org.

PREFACE

This volume contains the proceedings of the 39th Annual Conference of the Marketing Educators' Association (MEA) held at the SLS Las Vegas Hotel in Las Vegas, Nevada, April 15-17, 2015.

The conference theme, ***Teaching Marketing to New Generations and Non-Traditional Students***, reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. It also suggests career opportunities for marketing educators. Embracing new learning styles, new technologies, and incorporating new methods in our classrooms transform these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these challenges and opportunities in mind.

These conference proceedings include competitive papers/abstracts, position papers, and special session proposals. Each competitive paper was double-blind reviewed and authors provided a full paper or an abstract for publication. An editorial committee evaluated position papers and special session proposals and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and several other nations, including Australia, Canada, Costa Rica, England, Finland, Malaysia, Saudi Arabia, South Africa, and Switzerland. We also have several participants representing industry.

The competitive papers/abstracts, position papers, and special session proposals appear in the same order as listed in the conference program and cover a broad range of issues related to marketing education including the following:

- Learning Retention
- Social Media and Internet Marketing
- Classroom Management
- Student Learning Styles
- Enhancing Student Creativity
- Experiential Learning
- Online Teaching
- Learning from Marketing History
- Graduate/MBA Marketing Education
- Learning Multicultural Marketing
- Student Personality
- Service Learning
- Student Preparation
- Assessing Learning
- Educator Performance and Career Opportunities
- Teaching Customer Service
- Teaching about Marketing Careers
- Sales Education
- International Marketing Education
- Using Reality TV in the Classroom
- Teaching Gen Y Students
- Teaching Business Ethics
- Teaching Research Skills
- Measuring Student Satisfaction
- Teaching Entrepreneurial Marketing
- Using Business Clients in Marketing Education
- Using Blogs for Marketing Education
- Self and Peer Assessment in Marketing Classes

Anyone with a passion for teaching marketing and who is working their way through a marketing educators' career is sure to find many interesting and useful ideas in the papers and abstracts contained within the pages of these proceedings.

ACKNOWLEDGMENTS

The Marketing Educators' Association (MEA) conference and these proceedings would not be possible without the voluntary efforts of many people. We would like to thank the authors who submitted manuscripts for review and the reviewers who lent their expertise and their time by providing thoughtful feedback. Additionally, we would like to thank the volunteers serving as session chairs at the MEA 2015 conference.

Special acknowledgment goes to our President, Dr. Greg Black, whose has been a conduit for the papers that the great marketing educators of MEA have submitted to this conference. After the unexpected resignation of the President-Elect, John Eaton, he took over the responsibility of being a co-editor of the proceedings. During his time in the officer track of MEA, he has introduced position papers and is proposing a few changes to be discussed by the Board this year.

Dr. Clay Daughtrey stepped up this year to fill the void left by John Eaton who resigned as the President-Elect. We are looking forward to having Clay at the helm next year.

Dr. Michelle Nelson also expended extra effort this year after the John's resignation. She had to take on extra responsibilities to help feel the void. We are all looking forward to her selection of the next person to be in the officer's track and the location of the 2017 MEA Conference.

Dr. Robert Trumpy began serving as our indispensable "CFO and Operations Manager." His careful and intelligent work keeps the organization financially and operationally robust.

Our Immediate Past President, Dr. Deb McCabe, was there for us throughout the year as an advisor, mentor, and sponsor-solicitor. Her inspired leadership has been invaluable.

Dr. David Ackerman has continued to help keep MEA strong through his marketing communications and promotions efforts.

Webmaster Dr. Lars Perner continues to maintain and enhance our professional online presence.

We would like to thank the following members of the **MEA Board of Directors** for their service and support:

MANUSCRIPT REVIEWERS

The names of those who served as Manuscript Reviewers are listed below. On behalf of all conference participants, we thank them for their contributions.

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The names of those who served during the conference as Session Chairs are listed below. On behalf of all conference participants, we thank them for their contributions.

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2015 BEST PAPER

FROM DEATH SPIRAL TO SURVIVAL: USING CUSTOMER RELATIONSHIP MANAGEMENT TO STRENGTHEN STUDENT RETENTION

Terry Alkire, Central Washington University
Natalie A. Lupton, Central Washington University
Robert A. Lupton, Central Washington University

Abstract

A strategic opportunity often overlooked by universities is the impact of customer relationship management (CRM) on student recruitment and retention. With the unpopular trend for state legislators to shift the funding support for higher education to tuition-driven models, student retention rates have become increasingly important as a strategy to increase ROI. The purpose of this empirical study was to examine the impact of three CRM concepts based on relationship development on student retention: needs satisfaction, brand loyalty and emotional loyalty. A brief review of the current literature is provided with discussion on the methodology, survey design, and findings. Two of the three hypotheses tested were statistically significant at $p < 0.05$: 1) The likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of individual needs' satisfaction is higher and 2) the likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of brand loyalty is higher. The authors conclude with recommendations for marketing educators.

Introduction

What was once expected to be a cyclical financial downtick in public university funding has, for many post-secondary institutions, become a constant state of financial crisis. The headline, "Small U.S. Colleges Battle Death Spiral as Enrollment Drops" in a recent business magazine article is more than concerning. The author mentions that Moody's Investors Service downgraded an average of 28 public and private nonprofit educational institutions annually from 2009-2013, doubling the average of the previous five years. This is attested to drops in enrollment and retention; drops in tuition revenue; an increase in tuition discounts; and other factors (McDonald, 2014). With continuous waves of reductions in government funding and support for higher education institutions, retention rates have become increasingly important as low retention rates can have an adverse negative impact on funding for institutions (Jaeger & Eagan, 2010; Sanford & Hunter, 2011). As a consequence, aggressive student recruitment and retention have become common goals for most higher education institutions. Emphasis on data processing has grown as administrators want business metrics to make strategic decisions.
A strategic initiative often overlooked is the impact of customer relationship management (CRM) on student recruitment and retention (Ackerman & Schibrowsky, 2007; Berry, 1983). For this paper, CRM is defined as "an enterprise-wide business strategy for achieving customer-specific objectives by taking customer-specific actions" (Peppers & Rogers, 2004, p. 6). Buttle (2009) states the core CRM processes are customer acquisition, customer retention, and customer development. Enterprises need to manage each stage.

Ackerman and Schibrowsky (2007) modified the term CRM to "student relationship management" as they argue the importance of relationship building between students and institutional constituents. They are not alone in applying CRM concepts to universities and colleges. Milovic (2012) writes that CRM is a fast, efficient, flexible solution for knowledge management. CRM tools and techniques can help institutions differentiate themselves from the competition. Seeman and O'hara (2006) further add to the literature with their research and offer technological tools to implement CRM campus wide. Grant and Anderson (2002) stress a customer-centric viewpoint of students will be a "competitive imperative." Customer-centricity places the customer (students) first as the focal point of every interaction they have throughout the university. This action, if successful, can influence the three CRM core processes Buttle (2009) proposes.

This study focuses on student retention through CRM processes. Two questions Buttle (2009) suggests that must be answered in a strategic retention plan include, "What customer retention objectives should be set?" and "What strategies should be used?". Barnes (2004) portends that to meet these goals academic leaders need to manage customer relationships. He offers Czepiel's (1990) definition of a relationship as "the mutual recognitions of some special status between exchange partners". Indeed, relationships exist between customer and enterprise constituents and customers and brands. Customers want to "feel" special and valued as relationships evolve.

The purpose of this empirical study was to examine the impact of three CRM hypotheses based on relationship development on student retention: needs satisfaction, brand loyalty and emotional loyalty. As will be shown in the literature review and the development of the hypotheses, there remains a dearth of research addressing the importance of CRM application in higher education management (Bowden, 2009) especially as it relates to these three specific constructs.

Literature Review

Needs Satisfaction

Satisfying the needs of customers is one of the main tenants of a successful CRM retention plan. According to Peppers and Rogers (2004), satisfaction is one of six mediating variables required for relationships to form between a customer and an enterprise. For CRM to succeed, an enterprise's constituents must be knowledgeable of and aligned to the needs of the customers (Buttle, 2009; Stringfellow, Nie & Bowen, 2004). Berry (1983) stated that relationship-marketing concepts can be applied whenever the customer has a need for the service.

There is no question that college students have needs they seek to have satisfied as they enter into their educational pursuits. Student needs satisfaction have many categories, but take precedence in the retention literature: financial (Wetzel, O'Toole & Peterson, 1999), social (Terenzini & Pascarella, 1980; Bean & Eaton, 2001) and post-graduation career assistance. Bowden (2011) states that student satisfaction is positively correlated to peer recommendations, retention and return on investment. Seymour (1993) proposes that developing satisfied customers should be a primary goal of higher education. DeShields, Kara and Kaynak (2005) concur that enhancing customer satisfaction is crucial in developing student value. By understanding student satisfaction educational institutions can align their organizational structure, strategic planning, enrollment and retention processes and procedures to become more customer-centric (DeShields, Kara & Kaynak, 2005). Based on these discussions, we arrived at the first hypothesis:

Hypothesis 1: the likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of individual needs' satisfaction is higher.

Brand Loyalty

Defined as "a consistent pattern of purchase of a specific brand over time and a favorable attitude towards a brand" (Quester & Lim, 2003, pg. 26); brand loyalty to a university forms when the student perceives that the university's brand fits their self-image or the brand affords

value for them in some unique way that ultimately forms a ‘personal attachment’ over time to the brand. A search of terms “university brand” uncovers a plethora of brand identity standards, guidelines and handbooks for specific colleges and universities. On its website Boston University states, “it is increasingly important for us to express a single, compelling voice in everything we do” (Boston University, 2014). The University of Texas reminds constituents of their brand personality: “There’s no place on earth like the Forty Acres — a home that’s equally comfortable for artists and scientists, historians and entrepreneurs, philosophers and engineers. No matter who you are or where you came from, this is a place where you can follow your dreams and find your passion.” Cornell University states as part of their brand strategy, “It speaks to the satisfaction and emotional connection we provide to our stakeholders.”
In the literature, the construct of brand loyalty includes both a behavioral component (i.e. the repeated purchase or selection of the brand) and an attitudinal component (i.e. the strong psychological attraction to the brand) (Dekimpe, Steenkamp, Mellens & Abeele, 1997; Quester & Lim, 2003). Aaker’s (1997) research looks at brands as having a ‘personality’ or as the author states, “the set of human characteristics associated with a brand” (p. 347). Oregon State University’s brand is such an example as they use words to define who they are in order to seek humanistic alignment with constituents. These words are: Smarter, Greener, Healthier, Safer, Kinder and Innovative.

A positive brand image can play a significant role in building student trust and loyalty which in turn have both been shown to be key factors in the “economic viability of educational institutions" (Ghosh, Whipple & Bryan, 2001, p. 324). Research has shown that those institutions that are able to leverage brand loyalty as a tool for establishing student trust and building student loyalty will be rewarded by higher levels of retention and future relations in the form of post-graduate studies, alumni support and referrals (Carvalho & Mota, 2010).
The importance of an organization’s brand image has also been shown to play a major role in the overall attractiveness of the organization as a place to work or study (Lievens & Highhouse, 2003; Turban and Greening, 1996). In the context of higher education, a university’s image and reputation can often be as critical to the student as the actual quality of education provided (Kotler & Fox, 1995). Palacio, Meneses and Pérez (2002) found that the perception of a university’s brand image has a direct impact on the choices made by students. Based on these discussions, we arrive at the second hypothesis:

Hypothesis 2: the likelihood of students remaining with their university and completing their program or degree is higher when the student’s perception of brand loyalty is higher.

Emotional Loyalty

The importance of the consumer’s attitudinal commitment towards an organization or brand is captured in the term *emotional loyalty*. Peppers and Roger’s (2004) define emotional loyalty as “attitudinal loyalty, or a preference, for one brand over another” (pg. 60). Understanding customers’ emotional needs is vital for predicting and influencing their purchasing behavior (Stringfellow, Nie & Bowen, 2004). Although highly related, there is an important difference between emotional loyalty and brand loyalty. Thompson and associates (2005) distinguish the two constructs by considering brand loyalty as a subset of emotional loyalty. Their research suggests that whereas consumers may display brand loyalty towards any number of consumer products, those products or brands “to which consumers are emotionally attached … are few in number and are generally profound and significant” (pg. 79).

The establishment of a relationship between both parties involved heavily influences the development of emotional loyalty. In order for a customer-service provider relationship to progress into an emotional commitment, the relationship must be based on an open two-way exchange of information (Barnes, 1994; Dunne & Barnes, 2003). Behavioral or functional loyalty based on the simple repeated purchase habits of a customer is very distinct from emotional loyalty and that, just because an organization temporarily enjoys functional loyalty from a customer, it does not mean that they have gained that customer's emotional loyalty (Barnes, 2004).

Several studies have shown psychological or emotional attachment to an organization or brand to be a critical component in the establishment and continuance of customer loyalty (Dick & Basu, 1994; Geyskens, Steenkamp, Scheer & Kumar, 1996). As proposed by Baloglu (2002), "the attitudinal measures of loyalty include trust, emotional attachment or commitment, and switching cost" (pg. 50). Increased levels of student satisfaction and feelings of connectedness (i.e. emotional loyalty) have been shown to play a significant role in the retention rate of students (Ackerman & Schibrowsky, 2007; Roberts & Styron, 2010). Bean and Eaton (2001) proposed that universities that recognize and subsequently develop programs that address the underlying psychological factors comprising student loyalty will have higher success in their retention efforts. As if to underscore the importance of student loyalty, Nguyen and LeBlanc (2001) measure the construct of student loyalty as a being synonymous with the definitions of student retention. Based on the above research, the third hypothesis was developed as follows:
Hypothesis 3: the likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of emotional loyalty is higher.

Methodology

The data were collected from a total of 344 undergraduate student respondents over 36 consecutive months in a CRM class at a public four-year institution. The sample population was comprised of students from traditional, hybrid and online classes. The gender breakdown was fairly even across all respondents at 42% female and 58% male. Due to the mixed, classroom delivery modality represented in the data, the sample encompasses a variety of ages (from 19 to over 60) and includes many students who are also working professionals. Although the respondent group is primarily comprised of students majoring in the field of Information Technology Management (76%) the survey also includes respondents from a variety of other professional specializations such as Business Administration and Management, Retail Management, Fashion Merchandising (16% combined) and also includes a portion of students (8%) from a diverse group of additional specializations.

Survey Design

The students were presented with a reading defining CRM and the variables that were to be measured in the survey. Included in these readings were clear definitions of each of the variables in order to ensure their ability to distinguish between the three constructs. The students were then directed to complete the confidential survey. The experimental method chosen for this study was a secured web based questionnaire. Following some basic demographic questions, the survey participants were asked to answer a series of questions each intended as a measure of the students' perception of a particular construct. The students were instructed to consider all questions based on the university as a whole and not just the student's particular department or college.

The first question asked the students whether their university does a good job determining and meeting their individual needs as a consumer. Stemming directly from CRM theory, this question relates to the Needs Satisfaction variable of the study. The second question asked the students whether they perceive themselves to have brand loyalty to their university. This question relates in turn to the Brand Loyalty variable in this study. The variable known as Emotional Loyalty is operationalized by the third question that asks the students if they have an "emotional" loyalty to their university. Finally, the dependent variable, Retention, is addressed in the last question which asks the students whether they will finish their degree at their current university.

Table 1: Descriptive Statistics and Correlations of Variables

	Mean	SD	1	2	3	4	5	6	7
. Retention	4.68	.70	1.00						
2. Gender	-	-	.04	1.00					
3. Major	-	-	.02	-.11*	1.00				
4. Needs Satisfaction	3.79	.96	.25**	-.09	-.09	1.00			
5. Brand Loyalty	3.38	1.0	.23**	-.03	-.05	.47**	1.00		
6. Emotional Loyalty	3.22	1.0	.14*	-.09	-.02	.43**	.61**	1.00	

Note: N= 344, **. Correlation is significant at $p < 0.01$ level, *. Correlation is significant at $p < 0.05$ level.

All questions were measured using a five point Likert scale that ranged from Strongly Disagree to Strongly Agree. Although the use of Likert scales has been the topic of some debate (Cummins & Gullone, 2000), Garland (1991) demonstrated that in some cases the five point Likert scale is preferable because removing the neutral answer may skew the respondents' answers unrepresentatively in either the positive or negative direction. In his meta-analysis of statistical issues concerning Likert scales, Norman (2010) found no reason for Likert based data not to be used in parametric statistical studies even when that data includes less than perfect distributions and variances, stating that "these findings are consistent with empirical literature dating back nearly 80 years" (pg. 631).

Results

Means, standard deviations and item correlations for study variables are shown in Table 1 below. The primary hypotheses of this study were tested using hierarchical linear regression. Table 2 displays the main results of the regression models including standardized Beta (β) values, corresponding standard errors, change in R^2 and t-ratios for each step of the regression. The dependent variable for these regression models was student retention. Independent variables were subsequently added in four steps.

Hypothesis 1 predicted that the likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of individual needs' satisfaction is higher. In order to test for the effect of this variable on our dependent variable (Student Retention), step 1 of the regression was run using the variable Needs Satisfaction. The results of this test are shown in Step 1 of Table 2. As the results indicate, there is a significant positive effect ($\beta = .25$, $\boldsymbol{R}^2 = .06$, $p < .01$) on the dependent student retention when the students' needs are perceived to be satisfied by their university. Hypothesis 1 is therefore fully supported.
Hypothesis 2 predicted that the likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of brand loyalty is higher. In order to test for the effect of this variable on our dependent variable (Student Retention), Step 2 of the regression was run using the variable Brand Loyalty. The results of this test are shown in Step 2 of Table 2. As the results indicate, there is a significant positive effect ($\beta = .15$, $\boldsymbol{R}^2 = .02$, $p < .01$) on the dependent student retention when the students perceive themselves as having a high degree of brand loyalty to their university. Hypothesis 2 is therefore fully supported.

Hypothesis 3 predicted that the likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of emotional loyalty to their university is higher. In order to test for the effect of this variable on our dependent

Table 2: Results of Hierarchical Linear Regression

Dependent variable: Student Retention

Evaluation Criteria	Retention			
Step 1: Hypothesis 1	Beta	*Standard Error*	*Model 1 R^2*	t-ratio
Intercept	B = 3.999**	.148		27.012
Needs Satisfaction	.249**	.038	.062**	4.738
Step 2: Hypothesis 2				
Intercept	B = 3.853**	.158		24.393
Needs Satisfaction	.180**	.042		3.051
Brand Loyalty	.148**	.039	.017**	2.510
Step 3:Hypothesis 3				
Intercept	B = 3.752**	.171		22.078
Needs Satisfaction	.132*	.048		2.006
Brand Loyalty	.128*	.040		2.138
Emotional Loyalty	-.075	.046	.003	- 1.104
Step 4: Demographics				
Gender	.055	.075		1.039
Major	.031	.010	.003	.585

N = 344, ** $p \leq 0.01$, * $p \leq 0.05$. Note: '+' sign indicates a higher intention of retention.

variable (Student Retention), Step 3 of the regression was run using the variable Emotional Loyalty. The results of this test are shown in Step 3 of Table 2. As the results indicate, again there was no significant effect found for this variable. Hypothesis 3 is therefore not supported.

The last and final step of our hierarchical regression was to control for significant effects from our two demographic variables: Gender and Major. As shown in Step 4 of Table 2, there was no significant influence found between the male and female students or the student's area of major or specialization.

Discussion

The results of this study suggest that the key variables 'needs satisfaction' and 'brand loyalty' have a positive effect on student retention. There was no significant effect of emotional loyalty to student retention. Applying these CRM concepts to student retention is another set of constructs for which to define retention strategies. A model of CRM student retention plan tactics are presented by the authors in Figure 1. The model proposes that as administrators in post-secondary institutions assess student retention, at least two CRM retention plan tactics should be put into place. Assessment should include a needs satisfaction survey as well as the development of a strong brand. Using the outcomes of both of these tactics to direct student-centric relationship building will lead to increased student retention.

Closing Thoughts

Marketing and business educators are poised to be leaders in CRM retention initiatives. Marketing educators are faced with retention challenges and opportunities. Indeed, the role of marketing faculty and staff with building brand loyalty is equal to those efforts by administration and university PR. The authors would argue that marketing faculty are by professional training best suited to lead these efforts.

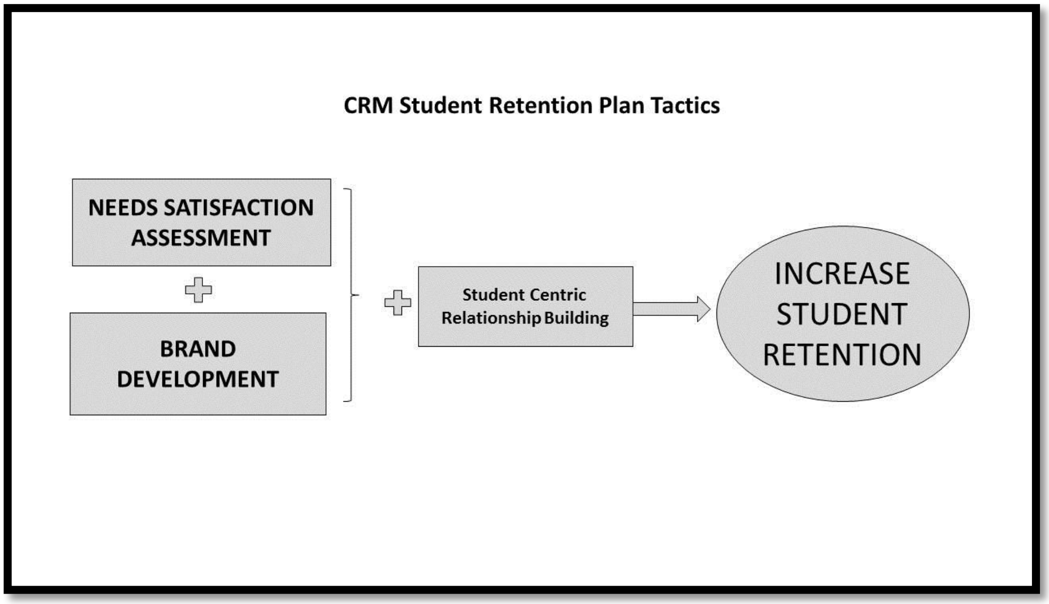

Figure 1: CRM Student Retention Plan Tactics

The likelihood of students remaining with a department or college and completing their degree is higher when the student's perception of individual needs' satisfaction is higher. Marketing educators and staff should continue to sell the value of their programs and course offerings in classes, presentations, public events, etc. Educators and staff should understand and promote the purpose – the value – of the total degree package. The message should accent the relationship between the degree/classes and the student's career interests. That message should be promoted not just in the class, but through multiple channels. At every department meeting and retreat, educating faculty and staff to be customer driven is paramount. Each person on the team is part of the "touch points" as students, parents, employers, friends, etc. make contact. Build the value by using creative tools that appeal to the target audiences. As a department, don't be living in the past – strive for change and build towards the future.
The likelihood of students remaining with their university and completing their program or degree is higher when the student's perception of brand loyalty is higher. The ultimate retention goal of any marketing department is to create brand loyalty with it students and graduates. The brand is not just the logo but requires a profound understanding of the personality of the department. The personality must be part of the classroom and advising and must be consistent across all voices of the marketing educators and staff in the department. Consistency in advising and genuine support at every "touch point" within the department will help to create brand loyalty. A positive brand image leads to building student trust and loyalty which has been shown to increase student retention.

Finally, marketing departments should include as part of their ongoing assessment plans CRM surveys to measure needs satisfaction and brand loyalty. These metrics will stop the death spiral and refocus the mission on survival using CRM to strengthen student retention!

References Available upon Request

2015 BEST PAPER, 1st Runner Up

THE EFFECTS OF SOURCE, REVISION POSSIBILITY, AND NUMBER OF COMMENTS ON STUDENTS' IMPRESSIONS OF FEEDBACK ON AN ASSIGNMENT

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Marketing educators and students alike regard instructor-provided feedback on student work to be an essential tool in the learning process. When instructors alert students to the strengths and weaknesses of their work, it provides a means by which students may assess their own performance and make improvements in their future work. The act of providing feedback allows instructors to communicate overall quality standards and expectations and explain their grading rationale regarding the work of each student.

Most instructors view the provision of feedback to be part of their job and they spend a good part of their time writing individualized and substantive feedback comments on student work. Such feedback explains or justifies the earned grade, and most students expect to receive this feedback. Several studies aiming to define and describe the characteristics and practices of excellent marketing professors include, among other attributes and behaviors, that they provide timely and constructive feedback on exams and assignments. These are studies about both faculty perceptions (e.g., Conant, Smart, & Kelley, 1988; Smart, Kelley, & Conant, 2003) and student perceptions (e.g., Faranda and Clarke, 2004; Gruber et al., 2012). Providing clarifying and helpful feedback is seen as a form of mentoring students (Peltier, Drago, & Schibrowsky, 2003; Peltier, Schibrowsky, & Drago, 2007), as supportive of student learning, and as contributing to instructor-student rapport (Granitz, Koernig, & Harich, 2008).

However, many marketing educators question the efficacy of their efforts to provide such feedback, complaining that students are really only interested in their grade and pay little attention to the feedback as a tool for reflection and development. Although students express a desire for feedback (Fluckiger, Tixier y Vigil, Pasco, & Danielson, 2010), many do not appear to use it. This becomes especially germane and frustrating when faculty members are subject to high student-faculty ratios, are responsible for large classes, and teach courses requiring a high level of written and oral presentation as is typical of marketing curricula. The effort to provide substantive feedback that in turn students may only ignore can be mentally, emotionally and physically exhausting.

Ackerman and Gross (2010) took a different approach from earlier research, questioning whether students actually value the quantity of feedback that many instructors are prone to supply. They asked whether students perceive a high level of feedback as beneficial, or if in fact there can be too much feedback. The authors found through an experiment involving a hypothetical graded assignment that students seemed to prefer to receive fewer rather than more feedback comments. The authors concluded that if an instructor is most concerned with being liked and with having students receptive to feedback (because students believe the feedback is fair and/or because they feel that the instructor has a positive impression of them), then an instructor might want to provide only a modest amount of feedback.

This paper presents the results of a pilot study that investigates how various factors affect students' impressions of feedback. The pilot study used a between-subjects experimental design (3 feedback levels (none vs. low vs. high) x 2 sources of feedback (instructor vs. peer) x

2 revision possibilities (revision possible vs. revision not possible)) to measure how students react perceptually to feedback in a scenario utilizing a hypothetical assignment from a course they would take in a subsequent semester. This method has been used in research on biases and attributions regarding student academic performance (Marsh, 1986). Data were collected from students in an introductory marketing course at a large public university in the United States. Students were informed that the study would help the instructor improve instructional feedback. Data were collected about midway through the semester, and students present on the day of data collection participated in the study (n = 66).

Students were asked to think about an assignment in a course they would take during a subsequent semester (Marketing Strategy) and read the statement, "You have just received a grade of B-, 80 out of 100 points, on your paper for the Marketing Strategy course." Students then read additional information depending on which treatment they received for feedback level, source of feedback, and whether the feedback was for a draft to be revised or for a final product. Thus there were 10 (3 x 2 x 2 - 2) versions of the questionnaire.

The results of this pilot study found that whether an assignment is a final product or a draft that can be revised for an improved grade has a pronounced effect on student reactions to level of feedback. This suggests that it would be helpful for instructors to remind students of the purpose of feedback before they provide it. Students who perceive feedback as personal criticism are less likely to utilize it, but students who more clearly apprehend the purpose of feedback on assignments will be more likely to apply it to improve their understanding, skills, and performance. Improved understanding of feedback may also lead to more favorable evaluations of instructors since students will better appreciate the purpose of the feedback they receive.

Another finding is that the implicit theories held by students, i.e., whether students held an entity theory view or an incremental theory view, had a significant effect on their perceptions of the instructor's impression of them. The higher level of entity theory outlook students held (the belief that ability is fixed and cannot be changed) the more likely they were to perceive that the instructor had a negative impression of them. By contrast, the more students held to an incremental theory outlook (the belief that abilities are malleable and can be changed) the less they were likely to feel this way. This finding suggests that instructors should help students to understand the purpose of and prepare them for feedback so that they do not take comments personally. These results are preliminary and part of an ongoing stream of research.

References Available upon Request

THE IMPACT OF ONLINE STUDENT-PROFESSOR RELATIONSHIPS ON COURSE PERFORMANCE AND TURNOVER INTENTIONS

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Abstract

In recent years, online education has played an essential part in the delivery of knowledge and is now vital to the long-term strategic planning and management of higher education in the United States. Historically, colleges and universities offered the traditional face-to-face courses. With the advent of the internet, universities began offering web enhanced courses where face-to-face lectures were augmented with web resources. As more students became web savvy, universities offered courses that were a hybrid (blended/ flipped) of limited face-to-face interactions and significant online delivery of content to the students. In recent years with the proliferation of internet-based technologies and platforms, universities have engendered a massive transformation of online courses from a class enrollment of few hundred students to Massive Open Online Courses (MOOCS) that have enrollments of over a million students who span across the globe.

According to the Babson Survey Research Group, online courses are those in which greater than 80 percent of the content is delivered online and typically have no face-to-face meetings (Allen & Seaman, 2013). The Babson Survey Research Group has tracked the online enrollment of 2,820 for-profit and nonprofit degree-granting colleges and universities for the past 10 years. The report provides evidence that over 6.7 million students (~32% of total enrollment) took at least one online course during fall 2011. Over 62.4% of colleges surveyed now offer complete online programs as compared to 34.5% in 2002. Also, the report shows that business, computer, and information sciences have shown steady growth in enrollments while health professions appear to be growing at a faster pace. Overall, there is a general agreement among college and university presidents that there will be substantial growth in online learning and most students in the future will take many classes online (Parker, Lenhart, & More, 2011).

Interestingly, the growth of online education has attracted the attention of professors, students, politicians, university administrators, parents of students, financial institutions, and various stakeholders of universities and educational systems. The advocates of online education believe that online education will decrease higher education costs and will improve access to quality education without compromising student outcomes. However, the critics of online education argue that online educational programs are mediocre and conducive only to the motivated students (Harvard Magazine, 2014). Further, critics believe that online programs promote plagiarism, decrease the overall educational experience, diminish the quality of student learning, and increase dropout rates (Parker, Lenhart, & More, 2011). This debate on the strengths and weaknesses of online education will likely continue well into the future.

The authors endeavor to bring to focus a neglected issue in the debate on the pros and cons of online education and one that has a greater impact on professor-student and university-student relationships. As universities respond to the needs of its stakeholders through the proliferation of online education programs and due to the revolutionary changes in how online education is delivered, we believe students (a) are physically, socially, and psychologically separated from their universities, (b) rely extensively on electronic media for communication with fellow students and professors, (c) have less access to peer support, (d) have fewer informal interactions with

fellow students and professors, and (e) generally, receive scripted, rather than face-to-face, feedback from professors (Mulki et al., 2008; Badrinarayanan, Jillapalli, & Becerra, 2010). On one hand, students enjoy the flexibility and mobility in performing their learning responsibilities and on the other hand, students have reduced opportunities to build and maintain interpersonal relationships with their professors, fellow students, and the university. The lack of interpersonal relationships could lead to "lone wolf tendencies," reduced course performance, and higher turnover intentions (Mulki et al., 2007).

This research draws from the context of distal salesperson-supervisor relationships (Cron & DeCarlo, 2006; Jaworski & Kohli 1991; Kohli, 1989), self-determination theory (Deci & Ryan, 2000; Ryan & Deci, 2000; LaGuardia et al., 2000, Deci & Ryan, 1985), communication theories (Dennis, Fuller, & Valacich, 2008; Daft & Lengel, 1986), and human brands research (Thomson, 2006; Jillapalli and Wilcox, 2010; Jillapalli and Jillapalli, 2014) and extends to the context of professor-student relationships. Thus, an understanding of the antecedents and nature of online student-professor relationships on attachments, course performance and turnover intentions is crucial in an ever growing environment of online education. However, there are several relevant theories such as "instructor immediacy" (Christophel, 1990), "transactional distance theory" (Moore, 1973; Moore & Kearsley, 1996), "concept of communication immediacy" (Mehrabian, 1971), "learning community" (Swan, 2004, 2002; Roberson & Klotz, 2001; Boyer, 1995; Gabelnick, 1990; McMillan & Chavis, 1986), and "social presence" (Tu & McIsaac, 2002) that can enhance our understanding of professor-student relationships in an online learning environment.

The conceptual framework captures the essence of self-determination theory and posits that in the context of online student-professor relationships, strong attachments form when professors are responsive to the innate needs (autonomy, competence and relatedness) of online students and the fulfillment of these innate needs discourage "lone wolf tendencies." Interestingly, communication theories suggest that technology-enabled communication platforms must enhance media synchronicity (synchronous and asynchronous) and media richness to foster student attachments with the professor in an online context. In addition to media synchronicity and media richness, we submit that periodic face-to-face interactions between professor and students are important to enhance strong student attachments to the professor. Furthermore, the intensity of these relational attachments to the professor engender relationship outcomes such as increased course performance and reduced turnover intentions.

To the extent that the research propositions presented in this paper are supported, the implications to professors, university administrators, and academic literature are substantial. This research contributes to the body of academic online literature by providing a theoretical framework for online students-professor relationships. To the professors, this research highlights the importance of satisfying the innate psychological needs of online students and encouraging periodic face-to-face interactions to improve students' course performance. For the university administrators, this research could provide practical guidelines to improve the overall online educational experience, augment the quality of student learning, and help reduce course dropout rates. In summary, this research underscores the importance of cultivating and enhancing interpersonal relationships between the professor and students in an evolving and dynamic online educational environment.

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WRITTEN AND WARM OR TYPED AND SMART? THE EFFECTS OF FEEDBACK FORMAT ON STUDENT PERCEPTIONS OF FACULTY

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Abstract

We investigate the effects of feedback mode on student perceptions of faculty members. Specifically, do handwritten comments, versus typed comments using a tool such as "Track Changes" in Word, lead to differing perceptions of faculty warmth and/or competence? Further, we hypothesize a moderating effect of grade on this relationship. We are currently collecting data via a 2 (handwritten and typed feedback) X 3 (high, moderate and low grade) experiment to test our hypotheses.

Introduction

As faculty members, we are tasked with developing and disseminating knowledge. Part of our knowledge dissemination efforts comes in the form of providing feedback on our students' written assignments. While the students might be largely interested only in their final grades (Smith 2008, Socher 2005), faculty provide feedback in order to communicate to students where they have done well, and where they can improve. Indeed, some suggest that the primary role of feedback is communication, and that that communication is critical to knowledge acquisition (Poulos and Mahoney 2008). Some go so far as to say that "Feedback is central to the development of student learning" (Carless, Salter, Yang and Lam 2011, p. 395).

Given its central role in learning, it is not surprising that feedback – its effects, its scope, its target, its source – has been extensively researched (Evans 2013). One aspect that has not received as much attention is the physical form the feedback takes. The purpose of this study is to examine how two opposing methods of providing written feedback can impact student perceptions of the faculty member and of the feedback itself. The results will help us better understand not only how feedback is received, but also how it might affect student-faculty relationships.

Literature

There has been much attention paid to the feedback process in the Higher Education literature (e.g., Black & Wiliam, 1998; Hattie & Timperley, 2007; Higgins, Hartley, & Skelton, 2001; Huxham, 2007). Evans (2013) conducted a thorough review of "Assessment Feedback" in Higher Education in which she identified the plethora of definitions and perspectives of the term "feedback." While acknowledging the complexity of the term, for the purpose of this study we will adopt the straightforward definition presented by Poulos and Mahoney (2008, p. 143): "information presented that allows comparison between an actual outcome and a desired outcome" (see also Mory 2004; Ramaprasad 1983).

In her review of feedback research, Mory calls for further research on variables "that can reflect internal cognitive and affective processes of learners that might potentially affect how feedback is perceived and utilized." (Mory 2004, p. 777). One aspect of feedback identified by Poulos and Mahoney (2008) was its usefulness: "The usefulness of feedback provided . . . was related to the students' *perceptions of the lecturers themselves*" (p. 145, emphasis added). So, how students perceived the feedback is partially determined by how they perceive the faculty member. But, in some cases, the causal arrow may be reversed: how students perceive the faculty member might be partially determined by how they perceive the feedback.

It is important to note that we are specifically interested in "formative assessment" versus "summative assessment." Formative assessment is "assessment that is specifically intended to generate feedback on performance to improve and accelerate learning" (Nicola and Macfarlane-Dick, 2006, p. 199; Sadler, 1989). Summative assessment, on the other hand, is meant to describe the level of learning attained at a certain point of time, and is used to report that level to the students and other interested parties (Harlen and James 1997). Thus, formative assessment is feedback meant to help improve performance on the *next* assignment (e.g., on the next paper written), while summative assessment is meant to report performance on the *last* assignment (e.g., on the exam just taken). The success of formative assessment in improving learning objectives depends on students being willing to read, understand and incorporate that feedback in their future work. Anything instructors can do to facilitate this will led to enhanced learning.

There are significant barriers to providing feedback that will engage students and enhance learning outcomes. One, identified by Smith, is the generational gap that is likely to exist between faculty members and their students (Smith 2008). As our students become more "digitally native" we may have to change our feedback methods to better suit them. Smith rightly points out that while it is not our primary goal to accommodate our students' age cohort, by using teaching behaviors that add to students' learning and avoiding behaviors that detract from learning, faculty members could increase the probability of more positive interactions and better student learning (Smith 2008, p. 325). So, as technology provides more tools for our students, it might also provide new methods of delivering feedback. Whether these new methods are "better," and whether they differ from traditional methods in motivating learning, remains to be seen.

New Feedback Forms

Traditionally, when grading case analyses, term papers and essay exams, faculty pull out their trusty red pen and begin marking – circling words, crossing out paragraphs and adding commentary and insights, all in their own idiosyncratic handwriting and style. A new method of providing feedback has become available, particularly with papers submitted electronically, through e-mail, course websites or services such as turnitin.com: electronic commenting. For example, faculty members can open a paper submitted in Word, turn on "track changes", and begin their commentary, with resulting notes saved in the margin, or specific passages highlighted. Adobe's Portable Document Format (pdf) provides similar functionality, even adding a "sticky note" function.

Such electronic grading provides many advantages. Students no longer must try to decipher often difficult to read handwriting. Some faculty members find this process more efficient, less time consuming and more amenable to extensive feedback. If the paper is returned electronically as well, students can incorporate suggested changes more easily using this method, which may help or hinder the learning process.

But how does the change from the red pen wielded by a professor to electronic comments typed into a paper affect student perceptions and use of the feedback and the faculty member? Might a student feel that handwritten comments convey more thoughtfulness? Or that typed comments indicate a more technologically savvy professor? If the method of conveying feedback changes the perception of the faculty member, it might also change the likelihood that student will learn from or even read the feedback.

Perceptions of the Faculty Member: Warmth vs. Competence

There are, of course, many dimensions along which a student may judge a professor. However, there are two dimensions of social judgment that seem to be fundamental: warmth and competence (Judd et al 2005). These two dimensions have been shown, in contexts as varied as leadership qualifications (Chemers 2001) and romantic partner decisions (Sinclair and Fehr 2005), to underlie people's judgments of each other. Indeed, Aaker, Vohs and Mogilner (2010) showed that these dimensions are also applied by consumers when judging firms. There exist several slightly differing interpretations of warmth and competence, but warmth typically refers to "perceptions of generosity, kindness, honesty, sincerity, helpfulness, trustworthiness, and thoughtfulness" and competence refers to "confidence, effectiveness, intelligence, capability, skillfulness, and competitiveness" (Aaker, Vohs and Mogilner (2010, p. 225).

How might the evaluation mode – handwritten versus typed – affect the student's perceptions of the faculty member along these two fundamental dimensions?

In their study of on-line student perceptions of handwritten versus typed feedback, Morgan and Toledo (2006) found that students consistently felt a more personal connection to the instructor when feedback was handwritten using a Tablet PC. In that study, both quantitative measures and open-ended measures showed that students viewed the instructor providing handwritten comments as warmer, more caring, and more accessible than the instructor providing typed comments. We add to this research by specifically investigating perceptions of both warmth and competence engendered by the feedback, and by incorporating an investigation of the effect of the overall grade on these perceptions.

Exploratory Study

We first conducted an exploratory study to get some general ideas regarding students' perceptions of warmth and competence with different feedback delivery medium. Both graduate and undergraduate students were recruited as respondents. We presented students with pictures of papers with typed and handwritten feedback in order to demonstrate what we meant by each term. Students were asked to comment on the form of the feedback, not the actual feedback itself. In fact, the representations of the papers were too small to be read, so we eliminated the influence of the feedback itself. We then asked students to tell us "their impressions and thoughts about the professor, the feedback, the course or anything else." The responses regarding handwritten feedback are typified by the following:

- I prefer handwritten feedback just because I feel more familiar, friendly when seeing [it].
- I like handwritten comments the best. They seem more sincere and I feel that the comments are more meaningful.
- Handwritten seems personable and like the professor was jotting notes as they go.
- I prefer comments to be handwritten because it feels more personal.
- I do enjoy handwritten feedback. It makes it appear as though the professor cares more. However, I usually receive more detailed feedback when it's typed up.

On the other hand, when feedback is typed, it might indicate a professor that is more up to date, more efficient, and more professional. This may be especially true for younger, more "digitally native" students who are more accustomed to communicating via typed texts, tweets and status updates (Morgan and Toledo 2006). The following responses represent comments regarding typed comments in the pretest:

- I prefer when the comments are typed. The teacher seems to appear more organized.
- Typed is more professional; I guess it shows the professor is more tech-savvy and time-efficient.
- I think the typed feedback is probably more professional and suitable for our tech-based world. It looks more organized and legible.
- Typed: efficient, modern professor

Conceptual Framework

Both literature and our exploratory study showed that modality of feedback does produce different perceptions. Students see handwriting as an indicator of a more "personable" faculty member, while typed comments indicate increased professionalism.

H1: Handwritten comments lead to greater perception of faculty warmth than typed comments.

H2: Typed comments lead to greater perception of faculty competence than handwritten comments.

The Effects of Grades

The relationship between grades and faculty evaluations is well established (Feldman 1976), though not always "linear" (i.e., a positive grade does not always lead to positive evaluations, Marsh 1987). Further, it has been previously shown that students primarily, sometimes exclusively, focus on their overall grade rather than the feedback provided by the professor (Smith 2008, Socher 2005). Our exploratory research confirmed this. When students receive evaluations of their assignments, that evaluation consists of both the grade and the rationale for that grade (i.e., the feedback). Hence, the effect of different modalities in delivering evaluations may very well depend on the students' opinions of the grade. The assessment might be positively affected when the obtained grade is higher than expected, or negatively affected when the grade is lower than expected.

Research shows that people tend to look for an explanation when an outcome deviates from their expectations, especially when the outcome is negative (Weiner 1985). According to Attribution Theory, when a negative outcome occurs, we tend to make external attributions and blame others. On the other hand, when an outcome is positive, people are less motivated to search for an explanation and if they do, they tend to give credit to themselves (Kelley and Michela 1980).

Feedback from professors represents the process that generates the final grade. Previous research has shown that overall satisfaction is influenced by both outcome and process. Typically, when an outcome is positive, the perception of the process does not have much of an impact. However, when outcome is a negative, satisfaction with the process will enhance the overall satisfaction (Hui, Zhao, Fan and Au 2004). When this theory is applied to a grade received on a paper, a student who receives a high grade will be more satisfied (relative to a grade that is lower than expected) and might attribute that grade to his or her own efforts. But because the student attributes the grade to his or her own ability, such an outcome is unlikely to affect judgments of the professor's competence. On the other hand, a student receiving a lower than expected grade is less likely to question his or her own capability but more likely to question the professor's competence ("That professor doesn't know what she's talking about").

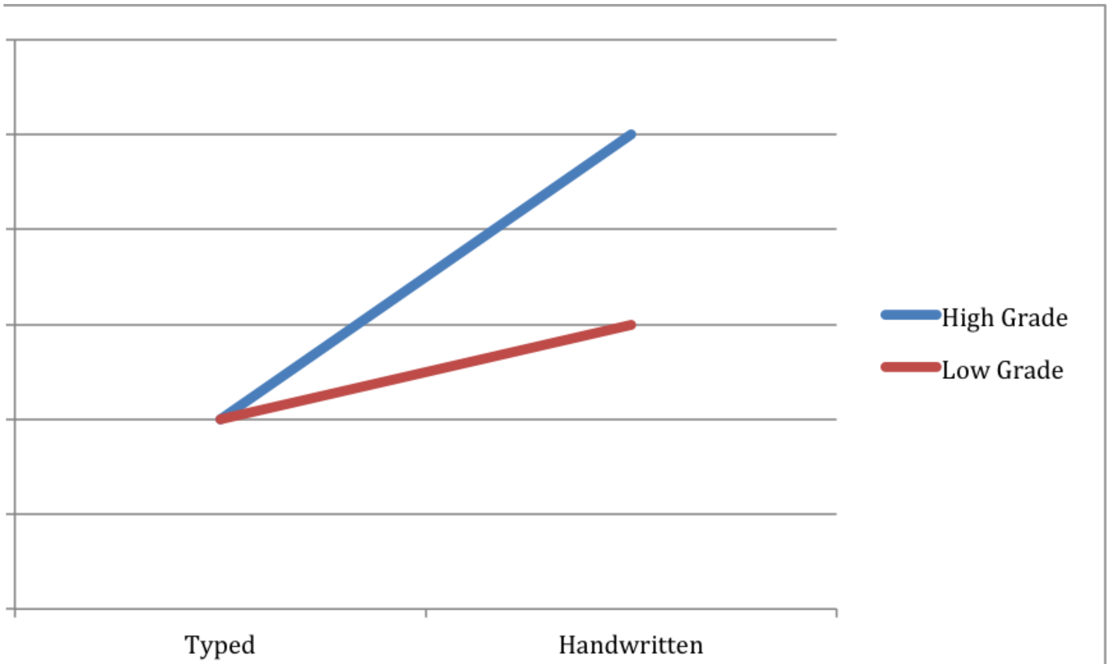
H3a: A higher than expected grade will lead to a greater perception of faculty warmth.

H3b: A lower than expected grade will lead to a lower perception of faculty competence.

But how does the grade affect perceptions of handwritten versus typed comments? We hypothesize that handwritten feedback enhances the perception of faculty warmth. We expect a higher than expected grade will intensify this effect. "This professor cares about me enough to write all these comments out. She must *really* get me since I scored so well."

H4a: The positive effect of handwritten feedback on perceptions of faculty warmth will be higher when the grade is higher than expected.

Perceptions of Warmth



Perceptions of Competence

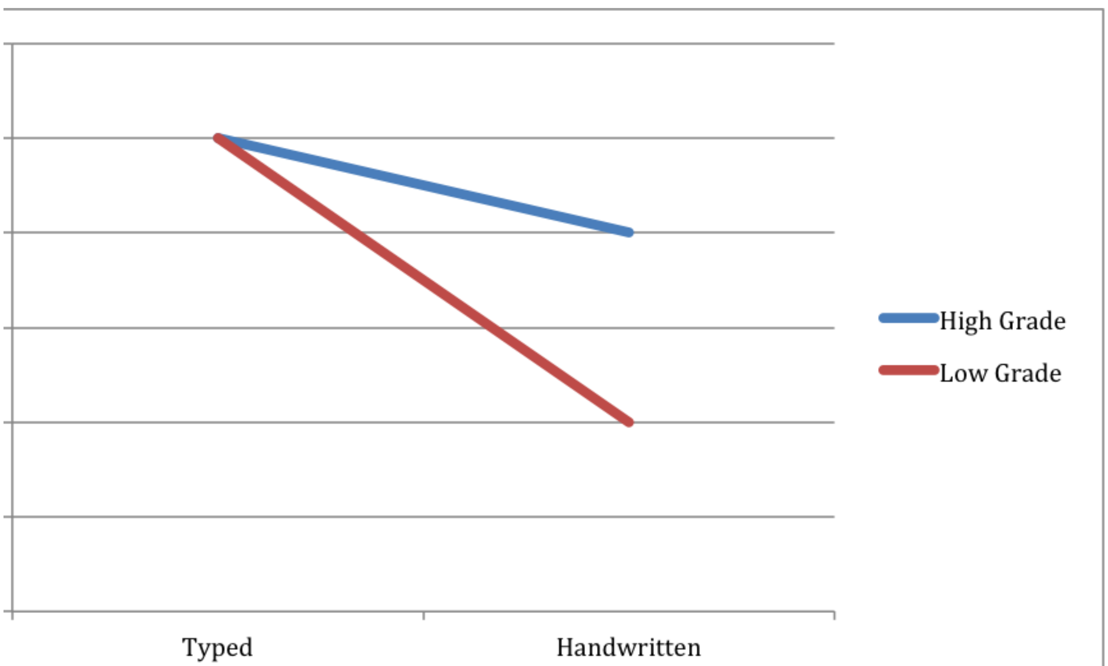


Figure 1

We also hypothesize that handwritten feedback will hurt perceptions of faculty competence. We expect that this effect will be exacerbated by a lower than expected grade. “This professor isn’t smart enough to use technological tools. He must *really* be an idiot: look at the grade I got.”

H4b: The negative effect of handwritten feedback on perceptions of faculty competence will be higher when the grade is lower than expected.

The hypothesized moderating influence of grades on feedback modality is represented graphically in Figure 1.

Method

We are testing our hypotheses using a 2 (handwritten and typed feedback) X 3 (higher than expected grade, as expected grade, and lower than expected grade) experimental design. Subjects were recruited from an Introduction to Marketing course.

Stimulus and Procedure

We used a short paper written for an unrelated graduate class as a stimulus. The paper was three double-spaced pages long, consisting of approximately 900 words. Feedback on this paper was developed specifically for the study, and consisted of approximately equal positive and negative comments. For the handwritten version the comments were written between lines and in the margins to mimic typical feedback on papers. The handwriting was done very carefully to minimize the legibility concerns that were evident in our exploratory study. The same comments were inserted into the paper using the Track Changes and Comment functions of Word to construct the typed feedback stimulus paper.

The sample consisted of students in six sections of an Introductory Marketing class at a mid sized private University in the northeast. A total of 186 (52% male) participated. The students were asked to imagine that the paper was their work, and that they had put a fair amount of effort into it, but knew they could have done better, so they expected a grade of about 85%. Stimulus papers had a grade of 94%, 85% or 76% prominently displayed at the top of the paper.

Subjects were given the paper and given five minutes to read the content and the comments. A pilot test had shown that this was plenty of time for them to read and understand both. Delaying administration of the measures also ensured a degree of involvement with the paper itself. After five minutes elapsed, they were given the measures.

Measures

The measures used to assess perceptions of Warmth and Competence were adapted from those used by Aaker, Vohs and Mogilner (2010). To assess perceptions of faculty Warmth subjects were asked to respond to three 7-point Likert scales: “I believe this professor is __________” (warm, kind, generous). To assess perceptions of faculty Competence subjects were asked to respond to three 7-point Likert scales: “I believe this professor is __________” (competent, effective, efficient). Subjects in the handwritten condition were asked to rate the legibility of the feedback on 7-point Likert scales (“The handwritten feedback is legible” and “The professor’s handwriting looks good”). This was done to ensure that the legibility concerns that many students expressed in the exploratory study did not overwhelm the effects of the manipulation on Perceptions of Warmth and Competence.

We also included a high/low grade manipulation check (“The grade I get on this assignment is [higher/lower] than I expected” and an involvement check (“I went through the questions as if this was my assignment and my grade with feedback” 9-point Agree/Disagree Likert Scale). Finally, subjects were asked to self-report the amount of time they typically spend studying, their GPAs and their genders.

References Available upon Request

INCREASING STUDENTS' FLOW, ENGAGEMENT, AND LEARNING IN MARKETING CLASSES: CONCEPTUAL FOUNDATIONS AND RESEARCH ISSUES

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This research investigates factors that influence students' experiences of flow and, in turn, their engagement and active participation in their marketing classes and program activities, which will likely lead to their level of interest and involvement in their career preparation. In fact, students' motivation for actively engaging in courses related to their major is wanting to be successful in future employment (Taylor, Hunter, Melton, & Goodwin, 2011) and engaged students are committed and more likely to continue their university studies (Russell-Bennett, Rundle-Thiele, & Kuhn, 2010).

The concept of *flow* in the context of student learning and engagement guides this research. First, the concept of flow and previous literature on flow will be reviewed. Then, flow in the context of student learning and engagement will be described and research questions for marketing pedagogy will be proposed. We believe that the research questions will help to identify important areas for future research so that marketing educators can determine strategies and experiences that will create flow and, in turn, enhance student engagement and learning outcomes. We conclude by presenting a research methodology for empirically assessing some of the marketing pedagogy research questions.

The Concept of Flow

Flow is defined as the "holistic sensation that people feel when they act with total involvement" (Csikszentmihalyi, 2000, p. 36). It denotes an optimal experience so engrossing and enjoyable that the activity becomes worth doing for its own sake without the impetus of extrinsic motivation (Csikszentmihalyi, 1999). How does it feel to be in flow? According to Csikszentmihalyi (2014), experiencing flow feels good, is rewarding, and involves the following:

- Complete involvement in what you are doing – focused, concentrated
- A sense of ecstasy – of being outside everyday reality
- Great inner clarity – knowing what needs to be done, and how well we are doing
- Knowing that the activity is doable – that our skills are adequate to the task
- A sense of serenity – no worries about oneself and a feeling of going beyond the boundaries of the ego
- Timelessness – thoroughly focused on the present, hours seem to pass by in minutes (Csikszentmihalyi, 2014)

Flow involves a tension between anxiety and boredom, and occurs when the level of challenge and level of one's skills are congruent. When the level of challenge is appropriate to one's skills, flow will be experienced. However, one will not stay in flow for very long. His/her skills will improve and boredom will set in, or the challenge will become greater (without an increase in skills), and anxiety will be experienced.

The Measurement of Flow

Flow has been measured in a variety of ways. Csikszentmihalyi and his colleagues originally used open-ended qualitative interviews to obtain descriptions of flow (Csikszentmihalyi &

Rathunde, 1993). Csikszentmihalyi and his colleagues, wanting to develop an instrument that would allow for a more precise indication of flow in everyday life, developed the Experience Sampling Method (ESM). The ESM involves soliciting responses to a questionnaire when participants are randomly interrupted during various activities, using a pager and self-report forms. Participants complete the booklet each time the pager is activated and answer questions about time, location, activity, content of thought, companionship, moods, motivations, cognitive effort, self-esteem, and other variables (Csikszentmihalyi & Rathunde, 1993). The ESM operationalizes quality of experience by measuring cognitive, emotional, and motivational aspects of consciousness.

Flow has been measured by other researchers as well. Jackson and Ecklund (2004) developed the Flow State Scale-II a 36-item scale that measures dimensions of flow, including challenge-skill balance, clarity of goals, concentration, and perceived control. In a survey of college students, respondents were asked to "Think about 1 specific course you have taken or are currently taking that you found highly enjoyable and memorable" and then rate the frequency with an experience occurs on a five-point scale from *never* (1) to *always* (5). Examples include "I knew clearly what I should do," "I felt in control of what I was doing," and "I really enjoyed working on assignments for this class" (Steele & Fullagar, 2009).

Flow and Student Engagement

Engagement is widely used term in both research and practice and in work and educational settings. According to Steele and Fullagar (2009), flow and engagement conceptually overlap but researchers have tended to focus on differences between the two constructs. Flow is generally described as a short-term, acute absorption in a specific kind of activity, while engagement is more pervasive and persistent across a broad range of activities. But Steele and Fullagar (2009) provide a summary of their similarities:

- Engagement and flow both have cognitive, affective, and physical components
- Both are described as states of extreme concentration characterized by total absorption and immersion in an activity or set of activities
- Both are intrinsically motivating

Steele and Fullagar (2009, p. 7) conclude that "these conceptual similarities justify the use of flow theory as a valid framework for extending our understanding of engagement." Steele and Fullagar (2009) use flow as an operationalization of student engagement, and found positive relationships between flow and autonomy, role clarity and feedback. Steele and Fullagar (2009) propose that flow is a more malleable, adaptable construct that teachers can effectively enhance by training and development that targets:

- The setting of clear and challenging goals that are commensurate with a student's skills
- The provision of unambiguous feedback
- Academic coursework that allows the student autonomy and an optimal level of self-determination

Does Flow Affect Student Engagement and Learning?

Flow has been found to affect student engagement and learning outcomes positively, but with mixed results. Much work has been done to study the effects of flow on student learning outcomes in various educational settings, but little has been done regarding education within business disciplines. In addition, most studies have addressed student interaction with computers or the Internet and have focused on traditional classroom settings. In general, the findings are mixed with some, but not all, hypothesized benefits of flow demonstrated. For example, Konradt and Sulz (2001) found students in flow had better concentration, satisfaction and motivation, but did not have better learning performance.

Why Should Marketing Educators Be Interested in Flow?

Flow is important to marketing educators because of the potential benefits to student engagement and learning outcomes and the potential to increase students' motivation to be successful in future employment (Taylor et al., 2011) or to continue their university studies (Russell-Bennett, Rundle-Thiele, & Kuhn, 2010). However, studies in marketing pedagogy specifically using flow as a theoretical basis are limited, though several studies address student *engagement* while not explicitly using the concept of flow to guide the research. We believe that repeated experiences of flow may lead to increased learning and engagement in classes and career preparation.

Research Questions – Marketing Pedagogy

Research incorporating the concept of flow will complement existing studies on student engagement and enhance marketing educators' ability to enhance student learning. In terms of marketing pedagogy, important research questions that the authors of this research will address empirically include:

- How can we develop classroom activities that stimulate flow in students, especially in light of different levels of skills and abilities in the classroom?
- How can flow be stimulated in group (versus individual) activities?
- How can flow be stimulated in different modalities (on campus versus online)?
- How can we ensure that flow will enhance learning performance, perceptions of learning and skill development, and student satisfaction?
- To what extent will experiences of flow lead to higher levels of student engagement, across classes and within a major?
- To what extent will experiences of flow lead to higher levels of student interest and involvement in their marketing career preparation?

A Proposed Empirical Study – Flow and Marketing Pedagogy

A mixed method study is being designed to determine factors and experiences that will create flow and, in turn, student learning and engagement. The mixed method study will first entail a series of qualitative interviews which will abide by the phenomenological psychology method. This method will capture marketing student participants' flow experiences in their classroom activities. Second, an experimental design whereby flow is manipulated and student engagement and learning are measured is presented. Hypotheses will address the direct influences on flow (e.g., skill, challenge) and various dependent variables found to be influenced by flow (e.g., actual learning, perceived learning, perceived skill development) and ones not previously addressed by research (e.g., motivation and interest in career preparation). Qualitative data will be analyzed according to the twelve steps discussed in Giorgi's phenomenological psychology method (Giorgi, 1997). Quantitative data will be analyzed through Structural Equation Modeling (SEM).

Conclusions

Flow is a widely-researched concept and has implications for a broad range of activities. We believe that it has important applications and consequences for marketing educators, and propose a series of research questions relevant to marketing pedagogy and marketing theory and practice. Future research in these areas and the results of a proposed empirical study could help marketing educators develop new pedagogical strategies and techniques to create flow, engage students, enhance their learning, and increase their level of interest and involvement in their career preparation.

References Available upon Request

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Mark Kruckenberg, Vice President of Business Development, Stukent

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EDUCATING STUDENTS IN SUSTAINABLE MARKETING: EVALUATING FRAMING MESSAGES TO INFLUENCE CONSUMER BEHAVIOR

Theresa Billiot, Cameron University
Felipe Anzarut, Cameron University
Juan Federico Haayen, Cameron University
Andrew Koracin, Cameron University

Evaluating the effectiveness of gained (positive) versus loss (negative) framed messages within the context of sustainable marketing can help faculty members educate students on how to influence consumer behavior to engage in environmental lifestyles. This pedagogy method helps marketing students develop sustainable marketing strategies that can convert consumers into sustainable consumers. Moreover, this teaching innovation assists students with discovering ways to create lucrative sustainable marketing strategies that can increases sales for eco-friendly products.

In an effort to provide students with theoretical and applied experience with sustainable marketing, this current study involves undergraduate student research supervised by a tenure-track marketing faculty member, where the researchers focus on evaluating the effectiveness of pairing gained versus loss framing messages with how and why construal statements. This undergraduate research study provides an opportunity for students to gain marketing research experience by evaluating how matchmaking particular messages can educate and persuade consumers, specifically to purchase eco-friendly cleaning products. Therefore, the purpose of this study is to provide students with a hands-on learning experience by investigating how framing messages and construal statements can shape purchasing intentions toward eco-friendly cleaning products.

For the current study, we postulate the following hypotheses:

H1: Consumers presented with the loss-framed messages with concrete “how” construal statements will exhibit more positive purchasing intentions toward eco-friendly cleaning products.

H2: Consumers presented with the loss-framed messages with concrete “how” construal statements will exhibit more positive purchasing intentions toward eco-friendly cleaning products.

Stimuli Development

Four web advertisements will be prepared through a graphic design company to ensure marketing materials are professionally designed. Each web advertisement will have two columns. The first column will feature the framed manipulation, either a gained-framed or loss-framed message, on purchasing eco-friendly cleaning products. In the second column, the construal manipulation will be shown with either concrete reasons on how consumers can identify eco-friendly cleaning products or with abstract reasons on why consumers should purchase eco-friendly cleaning products. Therefore, the web marketing stimuli will create four conditions: loss/how, loss/why, gain/how, and gain/why.

Survey Design

An online pre-test survey will be created and launched in January 2015. This online survey will be pre-tested for face validity. It will be distributed to a small sample of our desired population as a pilot test. Any changes indicated by the pre-test will be made to refine our confirmatory survey. A sample of survey items include measurement of purchasing intentions: (1) how likely are you to purchase eco-friendly cleaning products (anchored by 1 = highly unlikely and 5 =

highly likely); (2) how inclined are you to purchase eco-friendly cleaning products (anchored by 1 = not very inclined and 5 = very inclined); and (3) how willing are you to purchase eco-friendly cleaning products (anchored by 1 = very unwilling and 5 = very willing). As an additional measurement to determine the consumer mind-set, participants will be asked open-ended questions related to how would they identify eco-friendly cleaning products and why would they purchase eco-friendly cleaning products. An example of a concrete “how” mind-set statement includes: what steps will you take to determine if a cleaning product is eco-friendly? An example of an abstract “why” mind-set statement includes: what purpose would you purchase eco-friendly cleaning products? The participants’ responses will be coded for concrete and abstract thoughts.

Sampling Process

Once the confirmatory survey is finalized, we will partner with a marketing research firm to distribute our survey to an online panel. Our population is defined as U.S. citizens between the ages of 18 and 64 who are the primary household shopper. A sample size of 75 participants is desired for each condition, for a total of 300 participants.

Conclusion

This undergraduate research study provides students with a deeper theoretical understanding and practical insights on how to move the consumer purchasing behavior needle toward sustainability. This results of this study will also help marketing educators develop lectures in a variety of marketing courses to discuss how combining gained versus loss marketing messages with how and why construal manipulations can make consumers more (or less) likely to become environmental consumers. By investigating this matching strategy, marketing educators can also help students develop sustainable marketing campaigns to activate mind-sets in other eco-friendly behaviors such as conserving water and eating organic foods.

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Revisiting Teaching of the Pricing Module: The Seven C's of Strategic Pricing

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Ronald Schill, Monterey Institute of International Studies

Abstract

This position paper presents ideas for conference participant discussion on a conceptual paradigm that can be used either for teaching the decisions regarding the content and interaction of pricing issues in the introductory marketing course or strategic pricing processes in the capstone-marketing course.

Introduction

Our objective is to stir some critical thinking, discussion and insightful debate among our colleagues in the marketing teaching profession on 1) revisiting the placement of pricing in teaching the 4 Ps and 2) the usefulness of a proposed paradigm for doing so**.** **Pedagogical Hypothesis 1:** That the pricing module should be taught **last** among the 4 Ps. This paper is to stimulate constructive discussion on why pricing should be taught last, as well as **Pedagogical Hypothesis 2**) A useful paradigm that can help students to better understand and utilize decision-making activities involving pricing is presented in Exhibit 1. We argue in pedagogical hypothesis 1 that students should have a basic understanding of and at least some preliminary decisions in areas such as market identification, segmentation and targeting, products/value propositions/brand positioning, go-to-market activities, channel roles and structures, communications messages, media and so forth prior to any strategic decision-making involving pricing.

Not that pricing issues, impacts and considerations don't need to be considered and factored in during the making of decisions in these other areas. However, establishing and setting pricing objectives and strategies requires at least some basic commitments to strategic direction in these earlier areas prior to being in a position to do the planning of pricing

Next, we would like to stimulate constructive discussion and debate on the usefulness and instructional value of the primary focus of this paper: What we term the Seven C's of Strategic Pricing. The proposed paradigm is shown in Exhibit 1. It is not new in much of its individual content, but what it does propose as value added is a) a construct summation of specific critical areas of issues and components of pricing, and b) a framework to go about committing these to memory and applied access to decisions. These seven areas are iterative: (1) Customer Value, (2) Company Objectives, (3) Competitive Differentiation, (4) Cost Position, (5) Cash Flows, (6) Channel Margins, and (7) Compliance With Laws,

(1) Customer Value

Most of us in marketing see customer value as our principal raison d'être**.** As I heard one eminent scholar state long ago at an earlier MEA conference: Marketing is the art of competing on value, not on price**.** Identifying, creating and fulfilling customer value opportunities is the centerpiece of pricing. This includes value identification, value capture, and value deliver and fulfillment. The more clearly defined and differentially targeted the opportunities in the market are presented, the greater chance that a price can be charged that commands a premium for serving opportunities.

(2) Company Objectives

It is not the intent of this conceptual discussion to imply that the seven C's in pricing strategy determination should occur linearly and sequentially. On the contrary, they are interactive, simultaneous and integrative elements. Company objectives could, arguably, be the center-point for pricing strategy, except for the principle of having a market-based, customer-driven focus common to modern marketing strategy—which gives rise to the customer-centric focus of the paradigm. Yet without strategic wisdom and direction driven from the trade-offs and interplay between internal, dynamic enterprise resources, capabilities, and competitive advantages and the externally changing, and expanding opportunities, pricing strategy would be deplete of purpose. Company objectives include such as market share goals, development and management of product portfolios, profitability targets, investment/risk exposure, rate and timing of innovation. These, and other related objectives impact both the formulation and the implementation of pricing strategies. Matures and evolves across the region.

(3) Competitive Differentiation

To maximize profit yields the enterprise seeks viable and sustainable differentiation from competitive alternatives. Brands seek to offer such benefits as uniform expectations of brand value delivery within markets, and, consequently, pricing value for serving those benefits.

Yet a firm can seek differentiation by attempting to do a better job and fulfilling more unique and segment-specific need/benefit market structure through innovation, product line size and diversity, and customized marketing programs for channel value and communications messages between segmented markets. Here the product portfolio may seek to deliver such value propositions as truly unique and customized solutions to market-specific opportunities. Competitive differentiation, based upon sound customer value targeting, presents the upper limit to premium pricing, since customers defer paying more for a patronage choice that does not deliver equity in brand performance.

(4) Cost Position

Yet differentiation is costly in product development and manufacturing, and in the diversity of segment-specific marketing programs. This adds costs to the enterprise's comparative cost position, which represents the floor of pricing strategy in the long run. As sustainable competitive differentiation represents the ceiling or upper limit in pricing strategy, comparative cost position offers a floor. An enterprise offering comparative differentiatial value cannot survive with an inferior cost position as industry shakeout and consolidation begins to occur.

Thus managerial decision-making must be continually cognizant of the impact that trade-offs between over focus and over generalization create for both short-term and long-term cost position relative to sustainable differential value. Since both forces are variables, decisions are also time-dependent, because opportunities and fulfillments of differential value are dynamic, as are elements driving the enterprise's comparative cost position (i.e. experience curve, comparative exchange rate differences, labor cost differences, and so forth).

(5) Cash Flows

A fifth factor of concern and relevance is the enterprise's continual need for sufficient cash flows, particularly as IPOs occur, and subsequent endeavors in financial markets for expansion. Too aggressive and too dynamic strategies toward trade-offs between segment focus and line breadth in expansion can create imbalance between capitalization/debt on the one hand, and the necessary returns and the availability of cash flows to expand through necessary product innovations and internationalization of manufacturing facilities.

As homogenization of regional demand segments creates a weakening in opportunities in customer value, coupled with the resultant impact on sustainable differential advantage--sometimes brought on by delays in shifting the balance from localization to more regional and global strategic focus—this can cause cash flow inadequacies. Furthermore, delays in focus/breadth/depth-shift dynamics can be caused by inertia stemming from such factors as brand identity commitments to broad, country-specific product lines, coupled with asset commitments in geographically dispersed manufacturing sites, can decrease the enterprise's reaction time to shifts in the competitive landscape.

(6) Channel Margins

Enterprises are dependent on value-added partnerships in the marketing channel. These intermediate customers, who are often value-added experts, can provide value through localized service differentiation and opportunities for product innovation. But they also represent two challenges: First, if they have too much local scope, they may present impediments in the need for shifting emphasis in the relative global versus local balance of the enterprise's strategy. Often grounded in local scope and market devotion, they can stress a need for more conservative moves in globalization of product lines and marketing programs/budgets. Second, these value-added partners represent costs as well as value-deliverers. Channel members require margins within the pricing structure of the overall producer/go-to-market channel.

Not only is it necessary for managers to be dynamically, and entrepreneurially cognizant of the need for shifts in their own strategies, and the cost/benefit impacts on pricing, but also shifts from local/country-market specific channels and channel cost positions, versus larger, more regionally focused and, perhaps, lower cost channel alternatives. This presents both opportunities and challenges in pricing decisions.

(7) Compliance With Laws

The legal framework impacting pricing decisions is both extensive and diverse, as well as constantly changing as both nations and trade-blocs create legal issues that impact pricing. Not only need the enterprise be cognizant of these laws as it expands regionally and manages its marketing strategy trade-offs, but it also must see them as entrepreneurial opportunities for gaining competitive advantage regarding both other regional players and regional entrants from abroad.

Laws can be protectionist and allow prices to be set artificially high, but they may also add unnecessarily to cost position in operations between countries. This is nowhere evidenced more than from the experiences in the European Union, where the original intent was to reduce barriers to intra-EU trade by standardization and elimination of tariffs, but in many industries market preferences for localization and country-of-origin have yielded delays and snags in regionalization within the union.

Conclusion: Adapting and Applying the Paradigm in Practice

Both the nature of a specific industry and the dynamics of the firm's overall strategies will shape the environment in which pricing decisions are made, and, thus, the relative emphasis placed upon each one of the seven elements and the integration of decision priorities resulting. The paradigm represents both an aggregation of key issue areas, and an explanation of how decisions involving the pricing strategy content and emphasis impact the interpretation and use of each element in the paradigm.

Customer value impacts each of the other six elements dynamically, as do each of the other elements impact their counter-parts. As noted earlier, pricing decisions cannot be made linearly or sequentially within the paradigm, nor can they ignore or downplay the impacts that changes in each element can have upon the others.

As managers plan and implement changes in their focus and horizons within strategic thrust, they can and should use the paradigm as a decision aid in making both the identification of relevant issues for consideration, and the relative trade-off of pros and cons for decision options in the pricing policies and strategies they pursue.

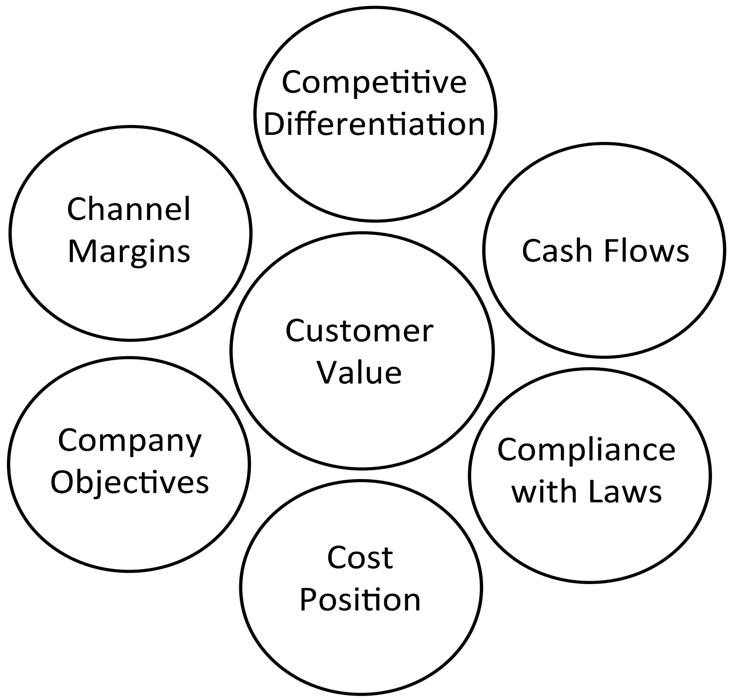

Figure 1: The Seven C's of Strategic Pricing

GUERRILLA MARKETING PLANS

Brian Baldus, California State University, Sacramento

Client-based learning can provide transformative learning experiences for students and educators as well as valuable services to the business community (Cooke & Williams, 2004; Klink & Athaide, 2004; Parsons & Lepkowska-White, 2009). Accreditors and higher education stakeholders are increasingly asking universities and faculty to incorporate innovation, impact, and engagement into the classroom to prepare graduates for a more dynamic business environment (AACSB 2013). Client-based learning actively engages students in the course material and can enhance student success.

Client or project-based learning is often viewed as the sine qua non of innovative, impactful, and engaging marketing education because it gives students valuable experiences and develops important skills (e.g., Berrett, 2013). To this end, marketing students are often assigned into teams to develop marketing plans for companies. These traditional plans are typically written over the course of the semester and incorporate a variety of major marketing topics such as marketing principles, management, research, and strategy. Changing the template for a marketing plan assignment has the potential to better engage students in the material and provide valuable services to local businesses.

While traditional marketing plans provide experience working as a team on a real marketing problem, they can have several important deficiencies. First, a common deficiency of marketing plans is that students typically devote a majority of the plan describing the company and its operations, rather than applying course concepts. Second, traditional marketing plans are often geared to large organizations with well-established needs and functional areas; consequently traditional marketing plans may not fit the needs of small to medium sized businesses. Third, traditional marketing plans tend to be geared to one to five years which is a very long timeframe for students to try to forecast how the business environment will change. Thus, traditional marketing plan assignments can end up reading more like a book report on a company than a roadmap geared to address specific challenges the company is facing but does not have the time, resources, or expertise to address.

Student created marketing plans that primarily describe the company call into question whether students are sufficiently engaged in the material enough to apply course concepts in a meaningful way. Furthermore, businesses receiving marketing plans like this are not likely to receive enough value to keep them coming back semester after semester to work with students. Therefore, I propose a new marketing plan format, called a “Guerrilla Marketing Plan,” to engage students more fully in course concepts and enhance the value of the marketing plans to clients. The essence of the Guerrilla Marketing Plan is designed to benefit small to medium size local businesses by concisely focusing on a single marketing challenge with a specified budget and timeframe of several months. The Guerrilla Marketing Plan format encourages students to think creatively and focus on getting maximum results from minimal resources over a very short time frame.

Student and client feedback are used to assess the degree to which the Guerilla Marketing Plan is innovative, impactful, and engaging. Results from 20 Guerrilla Marketing Plan assignments and 20 traditional marketing plan assignments are discussed and suggestions for implementing Guerrilla Marketing Plan assignments into marketing courses are proposed. Furthermore, I created a comprehensive rubric for assessing Guerrilla Marketing Plans to facilitate efficient assessment of student work. Overall, the Guerrilla Marketing Plan assignment helps close the loop between marketing education and marketing practice by engaging students in interactive situations with real companies and problems then creating focused marketing plans to effectively address the marketing challenges. (References areavailable upon request.)

APPLYING PROBLEM-BASED LEARNING IN MARKETING A FINANCIAL SERVICES CLASS

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Mohammad Noorizzuddin Nooh, Universiti Sains Islam Malaysia

Abstract

Problem-based learning (PBL) is a student centred approach that gives power to learners to explore and connect the dots between theories and practice. This paper is based on an on-going research that attempt to examine students experience of using PBL in learning of Marketing Financial Services subject by understanding the positive and negative experiences of PBL in order to improve current teaching delivery from teacher-centred learning to student-centred learning. Data collection will involve distribution of survey questionnaire exploring students experience of using PBL in the learning process. Findings from this research is essential to examine the applicability of using PBL as teaching approach in the classroom.

Problem-based learning (PBL) is a student centered approach that gives power to the leaners to explore and connect the dots between theories and practice (Savery, 2006). It is an educational strategy where learning is driven by a problem and students work in teams to learn more about the problem, conduct a research, commnicate to each other, apply many essential skills and enjoy the fruits of active learning (Othman et al., 2013).

Previous studies have shown that the implentation of PBL in teaching and learning provides numerous advantages among students. For instance, PBL is not entirely about problem solving, but rather it uses appropriate problems to increase knowledge and understanding (Wood, 2003). It gives the opportunities to the students to examine and try out what they already know, discover what they need to learn, develop people skills by achieing higher performance in teams, and improve students' writing and speaking abilities (Spence, n.d.). PBL also has the potential to help learners to develop flexible understanding and lifelong learning skills (Hmelo-Silver, 2004).

Implementation of PBL in teaching and learning has been used in many medical schools (Wood, 2003; Hung et al., 2007). On the other hand, studies examining students experience using PBL in marketing subjects are limited. Therefore, this study attempts to examine students experience of using PBL in teaching and learning of Marketing Financial Services subject in order to improve current teaching delivery from teacher-centred learning to student-centred learning.

Implementation of PBL in Class

In this study, researchers have implemented PBL in teaching and learning of Marketing Financial Services subject. The subject is enrolled by final year students from Bachelor of Marketing (Financial Services) and Bachelor of Muamalat. Students meet the lecturer twice a week for lecture and tutorial sessions. PBL is used during tutorial sessios whereby the number of students per class is small. PBL is implemented in tutorial classes starting from the second week of semester. Tutors handling the classes have undergone formal PBL training. Tutor roles in each tutorial class are as facilitator. Each class will normally take between one and half hour to two hours. In the beginning of the semester, students are briefed on what they are going to expect throughout the semester and on the implementation of PBL during the tutorials.

Students are asked to form a group of eight (8) members. Each group member will play specific role in each session such as group leader, secretary, scribe and observers of the group. These roles are rotated among the group members every week in order to provide participants experience the different roles of an effective PBL session. In each tutorial class, students will be given a trigger that corresponds to the materials being covered in the lecture. Trigger materials are the key that generate the learning issues pertaining to the learning objectives of a particular problem (Arzuman, 2010). Triggers used are various including video, text and picture.

PBL process conducted in the class follows the 5 Ladders of Active Learning (Othman et al., 2013). As shown in Diagram 1, students are exposed to the identification of learning issues, self-directed learning, group reporting, presentation and overall reflection in these 5 ladders (Othman et al., 2014). At ladder 1, students are required to identify learning issues using three (3) Active Thinking Points (identification of the facts, ideas generation and identification of learning issues). Then, at ladder 2, the students will have to embark on self-directed learning activities including reading, watching videos, summarizing the unit and to search for additional and supporting learning materials. At Ladder 3, the students will have to conduct a/several meeting/s, report the results of their self-directed learning to the group and prepare for the presentation at Ladder 4. At Ladder 4, the students will have to present the outcomes of their learning. The presentation can be in many forms. Finally, at Ladder 5, the students will be provided with a number of proper exercises to improve their learning. To move from ladder to another ladder, students are required to complete a reflection form whereby they will make a reflection on what they have learned.

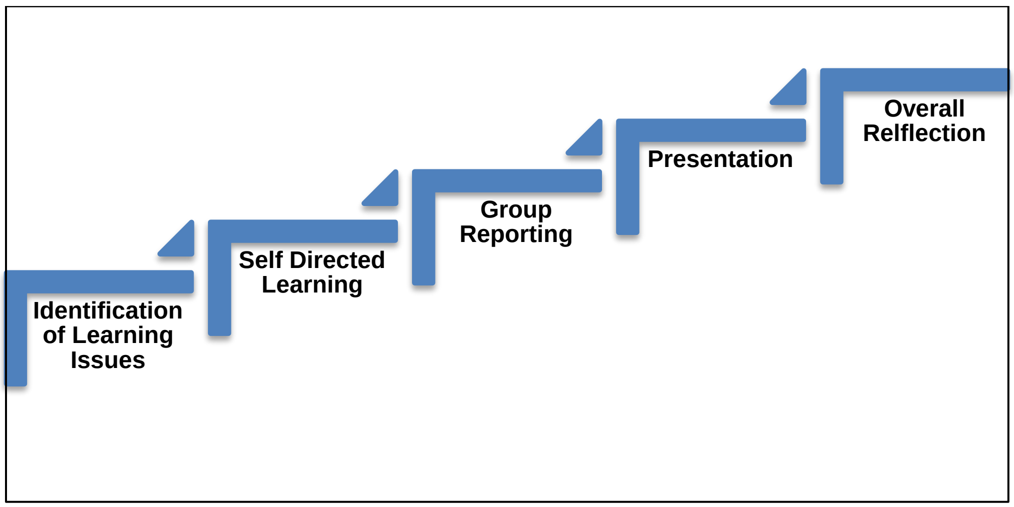

Figure 1: 5 Ladders of Active Learning

Discussion and Conclusion

This paper is based on an on-going research whereby the Marketing Financial Services subject is still being carried out. At the end of the semester, students will be given a set of survey questionnaire consisting questions examining the students experience using PBL in the learning process. Items for the survey questionniare are taken from a study by Michele Garvey (2011) and Othman et al. (2013). The survey questionnaire is divided into several sections. Section A will consist of questions asking the students' previous knowledge of PBL. Section B and C consist of questions asking students experience regarding independent study within PBL and roles within PBL. Finally in Section D, open ended question will be asked so that students can provide their opinion with regards to the implementation of PBL as a learning method in the class. Findings from this study are essential to examine the applicability of using PBL in students' learning process.

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TESTING, GRADING, AND ASSESSMENT IN THE MARKETING PRINCIPLES CLASS: INSIGHTS FROM PRETESTING

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Education is rife with assessment. Educators measure students' success and learning through the grading of tests, papers, and projects. They may assess student participation by taking attendance and monitoring the quantity and quality of comments made in class or on a bulletin board. Further, students may assess one another as peers. The scores pile up, and eventually there is an overall grade for a course.

That's not all, of course. Accrediting bodies require educators to measure student learning in ways that go beyond traditional grading and evaluation. So, an extra level of testing may take place, sometimes with standardized tests, to determine what students have *actually* learned. Alternatively, or additionally, educators may set learning goals, create rubrics, and re-evaluate student work product to determine how well goals have been achieved.

And students aren't the only ones being assessed. The educators themselves are also assessed. They are assessed by peers and administrators. They are assessed by students, such that now the assessed become assessors, while the assessors become the assessed.

Through all of this, the central questions periodically re-emerge through the haze. What should students be learning? What are students actually learning? What can educators do better to close the gap between the objective and the reality? And, given that the gap may never be completely closed with every student, are enough of them learning enough to justify one's existence as a marketing educator?

One important piece to the puzzle of what marketing students are learning that is generally underappreciated is what students knew before marketing educators started teaching them. When a baby is born, it knows precious little. Measure what that baby knows a year or two later, and the learning that has taken place is phenomenal – and very apparent. On the other hand, college-level marketing students aren't babies anymore. They come to their first marketing class with 12-plus years of formal education and 18-plus years of life experience. Even a first-time marketing student is far from innocent to the world of marketing.

So, what are "Marketing 101" college students already likely to know? First, they know a great deal about buying and selling, having already been on the buying side of countless transactions, and probably the selling side as well. They know that products are exchanged for some form of money, and they have experienced both satisfying and not-so-satisfying exchanges. They know that price is an important component of those exchanges. They also know that a lot of marketing is about communication, having already been exposed to hundreds of thousands of advertisements. They have made hundreds or thousands of retail store visits, not to mention visits to retail websites. Finally, they have absorbed a fair amount of the lingo: demographics, targeting, positioning, value, etc.

Yet, as marketing educators, we tend to measure student learning as though students entered our classes with a tabula rasa, and we assume that everything they know at the end of the semester is due to our worthy efforts. What would it mean to us, instead, if we were able to determine incremental learning, or what students knew or were capable of after taking our course that they did not know or were not capable of prior to the course?

This paper takes a first stab at this question by introducing the results of a pretest and posttest in a marketing principles class. Various insights were gained by this exercise that also lend themselves to interesting issues for discussion in this session. First, how did the students improve from the pretest – pre-learning – to the posttest – post-learning? Second, what potential problems with an examination can be identified with a pretest? Third, what are some other factors that we may be inadvertently measuring when we purport to be measuring student learning? Fourth, how can what learn through pretesting be employed to aid in the improvement of teaching and learning generally?

PRINCIPLES OF MARKETING: COURSE DESIGN AND SUCCESSFUL PRACTICE IN SMALL, MID-SIZE AND LARGE PROGRAMS

Catherine T. Atwong, California State University, Fullerton
Mark Young, Winona State University
Stephen K. Koernig, DePaul University
Irene Lange, California State University, Fullerton
Olga Di Franco, California State University, Fullerton
Christopher T. Kondo, California State University, Fullerton
Brett Carlyle, California State University, Fullerton

Introduction to Panel Presentations

Marketing educators face different challenges in teaching Principles of Marketing due to varying program sizes and accreditation objectives. As a result, we develop different approaches ("best practices") in teaching the Principles of Marketing that are original and adaptive to our institutional needs and resources.

Current developments in the industry challenge us to create new visions of what we teach. Rapid proliferation of technology entices us to new possibilities of how we teach. Our collective experience taught us a lot about whom we teach and how they learn. We hope this special session offers the audience useful ideas and insights, and inspires more marketing educators to share their ideas in future conferences.

Session Chair

Catherine T. Atwong organizes a panel of distinguished marketing educators representing public and private institutions with large to small scale marketing programs. The speakers share their experiences of some innovative designs and practices of teaching Principles of Marketing.

Speaker Focus

At Winona State University, the Principles of Marketing adopts a hybrid class format in which faculty team practice collaborative teaching (team teaching) to serve a relatively small enrollment of about 150 students per semester. Every week, students meet instructor in small group discussions, attend optional lectures on industry practices, complete online assignments and take quizzes. Mark Young will share his experience with and student performance of this innovative design.

At DePaul University, the largest private university between the East and West coasts, Principles of Marketing is taught in a quarter system. Stephen Koernig will share how his faculty team create a fun learning experience, make the topic interesting, give weekly assignments to engage students, and use group projects, individual papers, and quizzes.

Irene Lange chairs the largest marketing program in the west coast. Over 1500 students takes Principles of Marketing every semester. To ensure the quality of student learning experiences, she designs a system where a coordinator leads as many as 10 instructors to use the same textbook, interactive online resources, and grading policy. She shares her experience in maintaining program quality and implementing assessment for AACSB expectations.

Olga Di Franco shares her experience teaching the Principles of Marketing in CSU, Fullerton using a proprietary collection of 80 short videos of marketing concepts, in conjunction with the Cengage Learning System.

Chris T. Kondo shares his successful experience in engaging students in a large size class of Principles of Marketing with a web-based student response system called "Top Hat."

As a student in the Principles of Marketing class at CSU, Fullerton, Brett Carlyle comments on his first-hand learning experience with the innovative class design and instructional practice at CSU, Fullerton. He will reveal his wish list of great learning experiences.

CHALLENGES IN THE TEACHING OF MARKETING – METACOGNITIVE THOUGHT SOUGHT CLASS ATTENDANCE POLICIES: BEST PRACTICES/ STUDENT CHALLENGES/ ADMINISTRATIVE OVERRIDES

Ruth Lesher Taylor, Texas State University, San Marcos
Ravi K. Jillapalli, Texas State University, San Marcos

Abstract

Class attendance appears to be the best known predictor of better college grades which is directly linked to student retention and graduation rates. The historical importance of class attendance and administrative support of class attendance management is highlighted by attendance policies of yesteryear. Thirty years ago many universities adhered to the policy that if a student had three unexcused absences or didn't show for the first class day, the professor had the prerogative of dropping the student from the course. Since that time, class attendance policies at many universities have gotten lax, perhaps too lax to double ensure high levels of student retention and graduation rates. Recently, skipped classes by students, professors' attempts to control them, and their effect on increased retention and graduation rates have been dominant and growing topics of concern among marketing educators and others, as well as among college administrators. Yet many of these educational constituents feel they have little control over class attendance issues as fulfillment of attendance, even in the case of mandatory attendance, is an individual-student driven factor especially if not enforced. Today many educators place the responsibility of class attendance squarely on the backs of individual students and letting students' grades fall if they do not attend and cannot make good exam grades otherwise regardless of need to increase student retention and graduation rates. Perhaps this continual decline in attendance is due in some part to many professors practicing very lax attendance policies. As research findings showed, some professor class attendance policies consist of, 'I think class attendance is important, if you don't, don't attend, we are better off without you;' or, 'I don't take attendance, now don't hang yourself with this rope I've given you. " Others showed class attendance rewards applied only in borderline grade cases.

Recently, though, there are additional constituents becoming very concerned about students earning better grades thus increasing student retention and graduation rates -- those being state legislators and college-students' parents who are both pushing for accountability regarding increased student retention and graduate rates. State legislators and parents (from an investment perspective) are beginning to take a second look at class attendance policies as they are concerned with educational success outcomes and boosting retention and graduation rates. Some are so concerned to the extent that, as reported by the media, skipped classes are beginning to be monitored with the use of high-tech attendance trackers. Several recent media-published articles have addressed the issue of cracking down on skipping classes through the use of these trackers. Today, with four in ten full-time college students failing to graduate in six years (wsj.com, Jan. 14, 2015), a growing number of universities are adopting mandatory attendance policies; or starting to enforce ones they have had 'on their books' for years – albeit became virtually buried in various university and college policies and procedures' computer access link/sublink search functionalities - thus are literally forgotten about due to lack of intended enforcement. Research showed that some state legislatures highly suggest mandatory attendance in state-accredited educational institutions, but do not mandate them,

Empirical research showed that given professor-prerogative attendance policies, a popular provision among today's colleges and universities, some professors have 'relaxed' attendance policies to the point of directing students in course syllabi to attend class, or not, specifying that attendance will not be taken and no reward granted for attendances and no penalty imposed for absences. Some colleges of business have college-wide standardized course syllabi that includes a section entitled 'student responsibility for learning.' The syllabus template analyzed did included a computer link to student responsibilities, albeit the class attendance portion was buried in numerous

sub-links that required drill-down patience, thus was not directly included in syllabi analyzed, with one exception .

Another issue of concern is class attendance policy enforcement. Today, as the majority of universities practice professor-prerogative class attendance policies, it is assumed enforcement of these, as needed in the case of errant students, is also of professor prerogative -- as long as the policy is clearly spelled in course syllabi. However, fearful of lawsuits perhaps, when a student challenges a class attendance policy, some administrators do not support the professor, instead support the student even if that student had what most educators would consider undue extreme absenteeism.

Student challenges, lack of administrative enforcement support, and lack of consistency among the various state, university, college and professor levels of policies and procedures concerning class attendance provided the impetus for exploratory research study as follows.

Empirical Exploratory Research and Findings

Exploratory findings indicated need for a comprehensive model for writing course attendance policies that might serve as a best-practices model addressed here; and indicated a need for a codification model of expected students' responses to various attendance grade increasing or decreasing class attendance motivational factors not be addressed here. To this end, we analyzed class attendance policy-related (CAP-related) statements published in recent semester syllabi, across five business disciplines (n=49) at a select college of business. A large variance in both structure and content of CAPs analyzed was determined. This research addressed here provides a starting point for drafting a generalizable "Best Practices" CAP model that has overarching attendance-related implications for students, professors, administrators, and law makers.

The benefits of class attendance, and research thereof, is of critical importance, yet has been of limited study in extant literature. The elements in or draft 'best practices' model, as shown in Table 1 below, was based on the following: 1) Limited findings in extant literature; 2) Content analysis of university, college, and department level policies and procedures for existence of and consistency between the various levels; 3) Content analyses of the attendance section, if any, using recently-implemented course syllabi documents as implemented by professors of 'principles' courses across five business disciples (n=49, including 13 marketing professor-published syllabi) at a select college of business. This content analysis was very interesting and quite challenging. The draft 'best practices' model is offered as a starting point for metacognitive-based educator discussions.

In terms of research study implications, the inductive and content analytic approach we used to develop the model suggests an approach useful for examining many related issues such as pre-requisite technology skills, late work, missed work, and other class room management and course enrollment issues. The normative implications of this work and the call for marketing faculty to reflect on and address attendance policies are broad in scope and highlight the need for metacognitive thought among educators. This research also highlights the need for considering class attendance policies in the context of communicating benefits to students and in the context of creating attendance policies that are consistent with existing state, university and department policies.

In conclusion, this research not only stresses the need for metacognitive thought among marketing and other educators as we strive to develop best practices in writing effective class attendance policies but that are also motivational to students in their development of self-motivation toward class attendance; and, that will stave off the need for the use of tracker technology in order to help students make better grades, thus increase college student retention and graduation rates. (References are available upon request.)

Table 1: CAP 'Best Practices' Template Model for Writing CAPS (a draft for educator_metacognitive thought)

A. Professor Confirmation Statement of CAPS Structure/Content with CAP Requirements and Academic Policy and Procedures, State to Student (non-graded category).

B. Professor Philosophy of Student Class Attendance Criterion - stated in an intrinsic incentivizing manner (non-graded category)
   Short Term Benefits:
   Long-Term/Graduation/Job Hunting Benefits:
   Life-Time Benefits:

C. Professor's Expectations Student Behavior Regarding Class Attendance & Attendance Grading Policy as a Direct % of Final Course Grade *(directly graded or ungraded category as specified below)*
   <u>Frequency of Attendance:</u>
      <u>Mandatory</u> - implying from higher academic authority.
      <u>Required</u> - implying Professor-prerogative. If so, give rationale, these are both criterion quite measurable. Rationally, one can't directly measure graded attendance, per se, if attendance criterion is suggested, urged, recommend and so on, as currently practiced by some educators – as such these proxy attendance factors such as class participation, in-class quizzes and so on, would be part of category D below.
   <u>Attendance Allowance, if any:</u> (# of absences with no penalty; perfect attendance, extra points; etc.)
   <u>Attendance Grading Policy:</u>
      Graded or Ungraded (specify with rationale, if graded, place grading schema here)
      Attendance Grade Incentives (Grade Point Increases, GPIs):
      Attendance Grade Penalties (Grade Point Deductions, GPDs): Late arrivals; Early Departures
      Valid Excused Absences (administrative defined here, if any/acceptable other)
      Unexcused Absences (define here)
      Excessive Absenteeism (define here and specify if to be a grade penalty)
      Make-Up Policy and Procedures (define & specify here with any grade penalty): Exams, Projects,
      Late Work, and/or other and any associated instructions and sanctions, if any)
      Modality of Assessing Attendance:
         Direct (Constant or Random): Roll Call, Sign in Sheet, Clickers, etc.
         Indirect (Constant or Random): In-class quizzes, writing, etc.

D. Professor's Expectations of Students' Responsibility on Learning *(indirectly graded category)*
   Class Preparation; Participation; Professionalism; Attentiveness; Classroom Civility; Unauthorized use of electronics in classroom; and other like criteria, and grading criterion (bonus points – on what (specify); extra credit - added to what (specify)

E. Professor's Communication/Feedback/Consultation with Student Procedures (non-graded category)
   Relationship between Attendance grade and final course grade (Notes: Any graded attendance component must be included in both the <u>Course Evaluation Policy</u> and <u>Class Attendance Policy</u> of the Course Syllabus.
   Professor to Student: Attendance grade consultation; verbal warnings concerning attendance behavior, the use of digital posting of grades as semester progresses, and so on.
   Relationship between Attendance grade and final course grade (Notes: Any graded attendance component must be included in both the <u>Course Evaluation Policy</u> and <u>Class Attendance Policy</u> of the Course Syllabus.
   Student to Professor: Addressing Attendance Concerns, Grades, etc.

RESTRUCTURING THE MARKETING INTERNSHIP PROGRAM: A MODEL

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Abstract

The number of business students participating in some form of internship prior to graduation is significant and growing, with 90% of AACSB schools reporting that over 50% of their students had completed an internship in 2012 (Hoyle and Goffnett 2013). This renewed interest in internships is driven by a number of factors. First, employers report that marketing graduates lack critical professional and career development skills (Gault et al. 2010; Kelley and Bridges 2005; Swanson and Tomkovick 2011, 2012) and internships are one curricular means of developing them. AACSB's recently revised standards for student skill development and learning outcomes reflect the perspective that we are training professionals for a career in business, not liberal arts graduates (AACSB 2010). Second, students perceive internships (and other experiential, active, real-world learning activities) to be more enjoyable, challenging and, most importantly, of strategic importance in gaining employment in their field after graduation (Cook et al. 2004; Gault et al. 2000, 2010; Gupta et al. 2010; Karns 2005). Third, empirical support for the positive relationship between a business internship and career success has been increasing (Gault et al. 2000, 2010): students who complete an internship are more likely to obtain their first job more quickly after graduation, list more networking contacts, report higher entry level salaries, and have greater overall job satisfaction. Last, and perhaps most important, a greater number of employers are beginning to utilize internships as a tool for recruitment and retention of college graduates (Gault et al. 2000, 2010).

Given the increased importance placed on the internship experience by both students and employers, it is surprising that so little has been written, at least recently, regarding its changing role in the overall business curriculum and, more specifically, concerning whether and how the internship program *content* should be re-designed. Thus, the focus of this paper/presentation is on how one particular internship – a marketing internship program at a Northwest public university -- was recently re-structured in light of these trends and research findings. The paper details the why and how of this re-structuring effort; the new structure and content of the internship course/program can be found here: http://faculty.wwu.edu/bryce/480sylW11.pdf. One of the key changes was to specify new learning objectives and assessment methods, based on a review of the literature and discussions with marketing professionals (Table 1).

Since the restructuring of the program in 2012, internship participation has doubled; 50% of marketing majors now complete an internship prior to graduation. Further, the incidence of paid internships has increased from 20% prior to 2012 to 40% currently. 50% of interns now receive job offers from their internship employer, although only 25% accept them. Findings from an exit survey also indicate significantly higher levels of satisfaction with the internship experience since the restructuring efforts.

It is too early to determine whether the long-term quality of our marketing graduates will improve with these modifications to just one course, particularly since the internship program/course is an elective course in the marketing major, not a required one. However, if we are to transform marketing education so that a more "professional school" approach to teaching and learning marketing is taken - a transformation that is sorely needed if we are to meet the demands of the 21st century marketplace - then changes to the internship program such as those suggested in this paper are a step, albeit a small one, in the right direction. See Table 1 below.

References Available upon Request

Table 1: Summary

Learning Obj/Skills Acq.	Method of Assessment (Learning Activities)
Career Goals and Strategy	**One page reflective essay** on topic with rationale for type(s) of internship sought (e.g. ad agency, marketing research firm) and locale
Resume Preparation	With career goals in mind, **review/revise resume** drafts prior to submission to internship employers
Job Search Methods	**Instruction**** on how to search internship databases; criteria to use in light of career goals
Interviewing Skills	**Career center class** taken + **instruction** on pre-interview preparation, post-interview follow-up
Salary Negotiation	**Role playing exercises and instruction**; determination of how important compensation is to student
Business Etiquette and Attire	**Instruction** given; **books recommended**; discussion of corporate culture based on observations during interview
Written Communication Skills	As part of job description, intern must produce several written documents (e.g. marketing plan, marketing research report, web site, press releases); **employer letters of evaluation (midterm and final); Portfolio; weekly meetings/emails between student and professor**
Presentation Skills	As part of job description, intern must make one formal presentation on an assigned project; **employer letters of evaluation; Portfolio; weekly meetings/emails**
Leadership Skills	As part of job description, intern is responsible for one project start to finish that requires initiative and teamwork; **employer letters of evaluation; Portfolio; weekly meetings/emails**
Portfolio Development Skills	**Professional Portfolio** of all work completed during the internship, to be turned in at the end of the internship; see Appendix 2; employer is made aware of the importance of assigning projects with tangible output for the intern's Portfolio
Skills Assessment	**One page summary of skills acquired**; included in Portfolio; midterm and final letters of evaluation from employer
Ability to apply textbook marketing concepts in real world setting (e.g. mktg plan/MR study)	Examination of these documents in Portfolio

***** These skills are taken from Kelley and Bridges 2005. ** "Instruction" refers to a one-on-one discussion between the student and the professor or internship coordinator.

A JOURNEY TOWARDS AN INTERDISCIPLINARY INTEGRATED MARKETING CURRICULUM

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Introduction

As business school graduates enter the workforce, many of them soon realize that more often than not, businesses are not neatly compartmentalized into departments like management, marketing, finance, accounting, etc. similar to the programs they majored in at business schools that seemed so distinct and different from each other. On top of that, depending on the industry students target in their careers, they are required to have the industry-specific knowledge to function successfully in their fields, be it film, fashion or pharmaceuticals. They also can find themselves regretting not having paid enough attention to their general education topics which were aimed to make them well-rounded, better integrated students armed with knowledge necessary not only to function as good businesspeople, but also to develop into true business leaders who have a macro understanding of bigger issues related to their companies and those companies' complex connections within the business world. The forced division of academic disciplines does not reflect a realistic world scenario; worse, that division of knowledge can hinder business school students in their attempts to become better-integrated leaders in the workforce. Students often fulfill elective requirements without understanding the purpose and use for them; sadly, they often just check them off their major worksheets.

In this paper, we argue for a need for a more integrated marketing education, one that encourages students to reflect on the integrated nature of business with other disciplines (social sciences, arts and humanities). Based on our own experiences, we describe curriculum changes and give examples of course design and specific projects to encourage academics to think creatively about integrative learning (IL). The first section of the paper provides a description and discussion of IL in general. The following sections describe the processes, procedures and practices that were undertaken at a university in an effort to create more transparent connections across discipline-specific knowledge bases, with particular emphasis on the marketing department.

What is Integrative Learning?

AAC&U's interpretation of IL is "learning across boundaries," an approach to education that has become "a signature characteristic of a 21st century liberal education" (AAC&U, n.d.). This mode of engaging students and faculty requires different approaches across existing university structures; no longer is learning that occurs in increasingly specialized forms—learning relegated approaches characteristic of single disciplines, for example—adequate to the task of educating citizens in increasingly complex discursive fields of interdisciplinarity. This shift in understanding "generally educated citizens" also produces new forms of administration, oversight, and measurement. As AAC&U notes, "[c]urricular, co-curricular, and pedagogical innovations call for new forms of cross-cutting faculty oversight to discern the quality and level of students' overall integrative learning. Such oversight is in addition to the responsibility that the faculty already have for the effectiveness of the curriculum in their own departments and across general education" (AAC&U, n.d.).

In the Michigan State University "global integrated learning conceptual model," for example, "Integrative Pedagogy" introduces more "ways of knowing" (more perspectives, habits of mind, disciplinary theories) which enables students to "become better, more reflective thinkers." The reasoning behind this pedagogical theory is that "[c]ulture, history, and positionality influences our worldview; [d]ifferent groups define, frame, analyze, and solve problems in different ways; [b]eing a citizen and scholar means that one must be able to analyze information from multiple frames of reference" (Lucas, 2012). The theory behind the approach is made clear in the articulation of the model itself: "positionality" is re-interpreted as "global" conceptualization; such framing of understanding necessitates the development of multiple, synchronous and asynchronous modes of learning; and this form of coming to a more comprehensive understanding of the world and an individual's place in it is inherently interdisciplinary in nature (requiring an engagement with, and development of, "multiple frames of reference").

The pedagogical model for this form of learning also shifts from the current "stand and deliver," lecture-based classroom approach, to a more facilitative, student-centered set of pedagogical strategies. The emphasis on student learning shifts from the delivery of content that students memorize and regurgitate, to problem-based learning models that engage students in active and experiential learning styles. This demands considerable shifting of the instructors' subject positioning within classes, as well as transference of students' roles from "perceivers" of facts to generators themselves of whatever "content" the classroom experience delivers. Thus, as Michigan State's model identifies, one of the hallmarks of this approach is classroom experience that is "connected, multidisciplinary, and holistic" (Lucas, 2012); faculty function as guides rather than as relatively inert content experts or depositors of (factual) information. However, as Michigan State U. also recognizes, the version of "intentionality" demanded in this model of teaching and learning requires considerable shifts in the self-reflectivity of instructors and learners alike—that is, this form of "intentionality" often connects students and instructors as co-researchers embedded in real-world problems or issues. This approach to learning requires faculty to abrogate aspects of their "expert" position in favor of increased communication loads with other scholars of differing research backgrounds and founding assumptions; it also requires recognition that multiple disciplines must contribute to both the identification and articulation of "problems" and the proposal of more complex "solutions." As Michigan State recognizes, "[f]aculty cannot be an expert in all fields or perspectives on a topic" (Lucas, 2012).

The most significant shift in this form of teaching and learning is a pedagogical approach that embeds self-reflectivity as a form of metacognition. As Huber and Hutchings (2009) note, "[w]hat is needed in teaching for integration" is similar "to what is needed in learning: an intentional approach. For faculty, this means systematic reflection on and inquiry into the specific challenges and dilemmas faculty face in the classroom; it means bringing the habits, skills, and values of scholarship to their work as teachers" (Huber & Hutchings, 2009, p. 9). Thus, "intentional learning," as called for in the Greater Expectations report (AAC&U, 2002), is "key to integrative learning" (Huber & Hutchings, 2009, p. 5). This form of intentionality involves not only shifts in instructors' and learners' senses of self in classroom situations, but also requires shifts across university structures—away from the discipline-specific, major-specific, content-driven designs of infrastructural functioning, and toward more inclusive forms of information, skills, research methodologies sharing, as well as an increasing awareness that many other resource allocation strategies (i.e., "cost accounting" features of assigning teaching loads within majors) and contributions must also be re-thought in order to maximize this emergent form of teaching and learning.

A Need for IL in Business School Curriculum

In a 1998 article Walker *et. al.* make a case for more integrative and multi-disciplinary marketing education arguing that the marketing education needs to catch up with the changing complex business environment and the skill sets it demands. Nearly two decades have passed since then, and the business world has become even more competitive in the aftermath of the 2008 economic crisis and the recession that succeeded it. Walker *et.al.*'s (1998) argument for an integrative marketing curriculum that prepares graduates with multi-disciplinary perspectives to business problem-solving has become even more significant. According to the October 2014 survey by Society for Human Resource Management, 40% of the job applicants in the previous 12 months had "critical thinking/problem solving" as an applied skills gap across all industries.

Clearly there is a critical need for business school curricula to adopt the key elements of integrative learning. In the following sections we present one university's journey towards a more integrative style learning with an interdisciplinary focus starting at a macro university level moving towards micro-departmental level.

A Journey Towards Integrative Learning

The case study site, Woodbury University, is a small (1700 undergraduate and graduate) students, liberal arts based, non-profit, coeducational, nonsectarian university in the West Coast USA with a typical class size of 15 students. Atypical of the US college education system, students choose their majors upon admission to the university. All four majors within the business school are designed to be finished in four years with full-time attendance.

University Level

The journey toward a more integrated form of delivering courses and student experiences is a long one—and one that emphasizes the iterative nature of the project for re-shaping curricula into greater alignment with AAC&U's vision of a globally aware, generally educated citizen. Begun in earnest in 2008, Woodbury University's current model of IL is in a transitional phase, with the older "distribution" model, which has fallen short of the "promise" of liberal education, grafted into by the emerging "integrative learning" paradigm. The 2014 Woodbury University catalog is suggestive of this transition from a distribution model (which was found to be lacking in the version of "intentionality" articulated by AAC&U) to a more "intentional" integration of learning and teaching styles across campus.

In 2009 a faculty development day was dedicated to IL and following that a series of workshops with department and program chairs were organized where the concept of IL was discussed more in depth to create a common ground and form collaborations across disciplines and departments to work effectively and efficiently. A series of faculty learning communities was established, and all new faculty continue to participate in this learning community. Among the topics covered in this approach is the need for an awareness of how major learning contributes to, and is in turn completed by, general education (GE) learning. Before embarking on the development and maintenance of this form of faculty training and participation, Woodbury worked under the assumption that students would effectively "transfer" their learning not only in sequenced class content within the majors, but also across the foundational learning they achieved outside the major (in GE classes which emphasized WASC core competency building and co-curricular experiences).

As the proposal for shifting Woodbury University from a distribution model for GEs to an IL model articulates, "[i]ntegrative learning equips students to construct knowledge and action, from making simple connections among ideas to synthesizing learning in new, complex situations. In order for students to realize the benefits of integrative learning, they need to understand that knowledge in all professions relies on the successful application of numerous disciplines and approaches to knowing. Creating a more intentional structure in which foundational general education experiences are reinforced and enhanced in specific major program experiences will encourage each student to develop greater integration of skills across the diverse experiences that constitute their academic career at Woodbury" (Woodbury University IL proposal).

Another dimension of this process was the incorporation of the integrative learning outcomes (ILOs) with university's four pillars: Transdisciplinarity, Design Thinking, Entrepreneurship, and Civic Engagement. ILOs are paired with the pillar definitions in order to contextualize both as can be seen here:

- Transdisciplinarity: Thinking and acting holistically by bridging multiple perspectives and practices. ILO – Integrate multiple perspectives and practices to develop broadly informed approaches.

- Design Thinking: Creating impactful solutions by linking needs and functions to limits and possibilities. ILO – Demonstrate iterative process to create impactful, innovative solutions.

- Entrepreneurship: Pursuing visionary opportunities to realize innovative knowledge, practice or product. ILO – Pursue opportunities for growth and success.

- Civic Engagement: Strengthening communities by actively applying critical knowledge, skills and values. ILO – Apply critical knowledge, skills and values to strengthen communities.

To close the loop on measuring student achievement, the university is also in the process of re-examining and re-invigorating the GE curriculum and its relation to learning in major-specific classes. The assessment model establishes a baseline in the stem-discipline GE courses (science and math, but also writing), and collects student work in these disciplines in the sophomore and junior levels. The final collection point for integrative learning is across all capstone courses in the majors; thus, the design of the assessment methodology ensures that learning students begin in "GE" courses continues into the major-specific curricula, such that the final collection point in major capstone courses presents evidence of students' successes (or failures) in integrating their learning and building their skillsets across campus learning environments.

Departmental Level: An Interdisciplinary Integrated Marketing Curriculum

The four departments (accounting, fashion marketing, management, marketing) within the school of business held meetings during which they revised all four curricula to work individually and with each other as well with the university-wide undergraduate majors. These meetings resulted in completely revised curriculum worksheets for each major that included an increased number of unrestricted electives, which gave more opportunities for the business students to take courses outside their disciplines as long as they met the prerequisite requirements. For example, a marketing student, under the revised curriculum, can take an introduction to filmmaking course as an unrestricted elective in addition to her GE courses, which mainly consist of humanities and social sciences.

While curriculum changes are a good starting point, they are by no means sufficient to implement IL. Changes are required to be made at the course level as well. This requires faculty buy-in. In our particular example this was a relatively easy task given our small size. Below are a few examples of IL projects facilitated by faculty in various marketing core and elective courses:

- In a media marketing course designed to teach the students to market short films, students teamed with filmmaking and animation students from the same university to market their short films in the forthcoming film festivals.
- Students of a sustainable marketing course acted as the marketing communication agency for the students of an interdisciplinary studies course and created a web site, which included the interdisciplinary course material.
- Principles of marketing students teamed with graphic design students to work on a poster project for the local recycling center to promote an upcoming workshop.

Due to the small class sizes it was not statistically viable to measure the effectiveness of the IL projects on learning outcomes in the above-mentioned courses. However, anecdotal data based on student evaluations indicate that the students had learning experiences that led them to approach marketing from a multi-disciplinary perspective. Students reported the advantages and challenges of working in interdisciplinary teams on projects that required them to combine knowledge and skill sets from various disciplines. Working with students from non-business majors enabled marketing students to communicate their ideas in a different "language."

Concluding Remarks

In this paper we argued for a marketing curriculum that is better integrated with other disciplines, in particular with those outside the business school. The fundamental problem lies in the way academic disciplines are classified into distinct taxonomies. A paradigm shift is crucial in approaching a more integrative curriculum design that does not create definite divisions between GE and non-GE courses.

We hope that our experiences shared here will help others in their curriculum design and revisions. It has been a long and arduous journey and it is by no means final. We do feel that while we have achieved some significant milestones other important ones lie ahead. One of our biggest learning experiences during this process was the discovery of the discrepancy between our strategic plans and execution of our plans. As we continue on the path towards a more integrated marketing curriculum we realize that commitment and coordination among many levels – faculty, department, school and university – is of utmost importance. This we are finding is easier said than done.

References Available upon Request

MOBILE BUSINESS “ON WHEELS:" A NEW PLATFORM FOR STUDENT LEARNING

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Introduction

The purpose for our working paper is to develop classroom-learning projects using a Mobile Business or businesses on wheels as the platform for marketing students. Often times marketing projects based on the large corporations open large amounts information and data that may limit the student’s organic analysis and critical thinking. However, smaller businesses force the student to look more closely at the project details, use social media analysis tools and focus on new trends in the business community. For this purpose we have found success utilizing mobile businesses or businesses on wheels in principles of marketing plan development. For example, Best Buy has developed a relationship with the Geek Squad. This company, which houses itself inside Best Buy brick and mortar locations, brings the computer repair services directly to the consumer. According to the National Federation of Independent Businesses, businesses on wheels have come to encompass everything from hair salons, high-tech repair shops and even the makers of artificial limps (Wee, 2013).

Mobile businesses are not just food trucks anymore. Explosive growth in mobile businesses continues to develop in order to decrease the overhead cost for small businesses eliminating the traditional brick and mortar storefront. Trends in business continue to show how consumers with less time seek out more products and services to physically come to them. Internet shopping and home delivery, from groceries to diapers to pet grooming, has become popular even outside of the metropolitan area.

Mobile business is not a new concept, merely a developing area of business platforms due to changes in technology and business concepts (Linnekin, Dermer, Galler 2012). There are obvious reasons for the influx of mobile business such as no rent or mortgage and free mobile marketing based on the use of automobiles as a billboard. Additionally, technology and fluid work environments, paying for stationary retail space and waiting for a landline phone to ring seems antiquated (Wee, 2013). The new business generation (i.e. millennial and generation Y) may prefer to run a business out of a truck. Individuals within the millennial generation see the allure of nontraditional work environments (Wee, 2013). Additionally, the next generations of business owners often reject the traditional work lifestyle and continue to look for new opportunities in a stagnant economy. Besides the financial benefits of eliminating a storefront, the mobility of business and creative marketing approaches may be an effective method for individuals entering a new market. Why would an individual want to work out of an office when you can work from home, from your favorite coffee shop or even out of your car? Autonomy has become the key to success not the corner office.

Building Mobile Business Brands

Reducing business costs leads mobile business owners to viral marketing campaigns as the key foundation for the marketing mix. A successful mobile business is reliant of the owner’s brand strategy, consumer’s perception and co-creation of this marketing campaign. However, neither the business owner nor the consumers are interacting in the most effective manner to create the story development for the brand image. A recent study on Botox looks at the shifting of the brand image over time. The actor-network theory is used to describe how brand-mediated conflicts over nature-technology relationships influenced Botox’s marketing success over time (Giesler 2012). Actor-network theory states that success of anything relies on its ability to tie the competing interests of multiple actors together (Giesler 2012). What we need to understand is how important connectivity is to the consumer (Armano 2012). For a business to be mobile, it means mobile information, convenience, and social information all served up on the go, across a variety of screens and device (Armano 2012) to include the mobile business storefront.

Further, the evolution of brand development has led organizations to apply meaning to consumer experiences by making more purposeful connections to the culture and values of their target market (Diller et al 2005). Mobile businesses provide organizations with the opportunity to more seamlessly connect these brands into the daily lifestyle of their customers. The value of convenience is augmented with the ability of the brand to provide design and service experiences that are in line with how the consumer lives (Diller et al 2005). Mobile businesses are able to appeal to the consumer's need for individualized goods and services through a ubiquitous retail strategy. This strategy includes a uniquely personalized approach where goods and services are delivered directly to where their consumers are already living their lives be it at home, work or niche events. The experiential approach by which mobile businesses deliver their goods and services sets the platform for establishing meaningful consumer connections that enrich consumers and organizations alike. In the classroom, students are assigned a mobile business with a significant presence such as Bath Petals, Third Man Records, Gorilla Cheese and Games2Go. Samples of three mobile business companies used in the past are included at the end of the working paper (See Below).

References Available upon Request

Mobile Business Example1: Bath Petals

Mobile Business Example2: Celebrity Boutique

Mobile Business Example3: Games 2 U

A CLIENT VALUE-DRIVEN PROJECT PROGRAM FOR THE STUDENT EXPERIENCE

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Proposal for Client-based Learning

The current challenges from marketing professors in undergraduate programs are simulating hands-on experience that students can apply what they are learning in the classroom (Alpert, Heaney & Kuhn, 2009). Research has demonstrated that schools are requiring internship hours and programs are creating these opportunities for students to gain valuable skills for networking and recruitment, while gaining experience. However, researchers Alpert, Heaney and Kuhn (2009), stated that there are various problems with the programs as they are loosely defined and the experience is different, with little or no instructor involvement.

Chen and Shen (2012) went a step further and researched the idea that program planning and student commitment influence the nature of the student's success in the chosen industry. This is critical because it demonstrates the need for these client-based programs in student's insuring that they have chosen the right industry and major to apply their work toward. Client-based learning is not new to the marketing curriculum; however, it has been changing rapidly throughout the last few years. The need for these programs in a marketing program is vital for being distinctive on several levels. First, it gives the students advantages over other students graduating from other schools for job placement. Secondly, it helps support the local and global communities. And lastly, it helps insure that students are gaining the appropriate skills in the classroom that they can use in the world of work.

In this research, a marketing program has been invited to participate in a newly implemented project center on the university campus. Several project centers are already active on several campuses, for example, Seattle University, Dayton University, and Rochester Institute for Technology. These programs allow students to match with businesses in the local area to work on various projects and gain work experience throughout their college career.

The research that is being proposed here is to assess the student learning experience through the project center and gain insights into the student perceived value and the client perceived value. The measurement of research will be at the conclusion of each project. The data gathered for the student assessment will include basic demographic data, classification, courses taken, and project perceptions. Data gathered from the client will be a short satisfaction survey. The data will then be compared to see if there is significance between the student's experience and the client's satisfaction.

The hopes of this research are to gain insight into the standardization of such university programs. With value-driven data from the client, the involvement with the project center can be changed and modified to become a best practice for other universities that want to implement such a program.

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MANAGING COLLABORATIVE CLASS PROJECTS: BUSINESS, GOVERNMENT, AND ACADEMIA

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According to Bloom's Taxonomy of Learning, analysis and synthesis are the high levels of learning attempt to achieve with our students. Emphasis on assessment demands examining the concepts, activities in the classroom, and finding ways to determine success. Students often come to us as excellent multiple-choice test takers. As such, they can identify terms, define them, explain them, and describe them. However, applying marketing concepts to new and unfamiliar problems remains a challenge.

Many universities, departments, and classes use cases as a way to emphasize analysis and synthesis. The companies and situations in the cases are real so they become a tool to assist students in applying concepts outside the classroom. However, the situations in the cases have normally been resolved so students can find out what was done at that time. This approach negates the idea of being in the middle of a situation with pressure to make a decision not having perfect information.

To make the immediacy of analysis, synthesis, and decision making more immediate, many universities, departments, and courses work with companies on a real time basis. Whether the situation is a case context sponsored by an association or company, a formal class project, an institutionalized program that is required, a student-initiated idea, or a company-initiated challenge, having students work with a real company on a real issue does emphasize analysis, synthesis, and application of concepts. However, this type of collaboration poses a challenge for faculty, students, and outside organizations. When the collaboration includes business organizations, government entities, faculty, and students, the challenges multiply.

This type of experiential education is often called "service learning" or "community engagement." Generally, this describes a strategy that is “a form of experiential education where learning occurs through a cycle of action and reflection as students. . . seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development…experience enhances understanding; understanding leads to more effective action” (Eyler and Giles 1999).

The purpose of this position paper is to examine the unique challenges of a tri-party collaborative class project and to present recommendations for managing the process.

Unique Challenges

Since incorporating real projects into the classroom is not new, part of the paper will examine previous research to identify different models of community engagement teaching (Bandy 2014). What are the issues of the businesses or organizations? What are the issues of the government entity? What are the classroom constraints? What are the issues related to the students and student learning? What are the issues related to faculty instruction?

Recommendations

In this section, a matrix will be used to identify the variety of circumstances to be management: those inside the classroom, those with external members, short term decisions, and longer term decisions. A checklist of strategies for managing the circumstances in the matrix will be presented.

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STUDENT LEARNING PROCESS IN A REAL-WORLD TEAM PROJECT: AN EXPERIMENTAL STUDY USING THE GOOGLE ONLINE MARKETING CHALLENGE

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Introduction

As markets become more globally competitive, a team-based work system has become popular in many organizations. In response to the team-based system, the paradigm has also shifted in academic environments and team-based practices. In general, this shift has become a mainstream experience in business classes, particularly in marketing classes. Team-based projects represent an innovative teaching method that offers students a chance to develop social skills, increase retention of knowledge, improve self-esteem, foster motivation and enhance the overall learning experience (Parr, 2007).

Despite these benefits such opportunities, team-based learning does not always generate positive outcomes. Furthermore, few research results explain the student learning process. In addition, most prior research has not addressed the topic from a theoretical perspective. The purpose of the study is to explore student learning approaches in a real-world team project (Google Online Marketing Challenge) environment.

Theoretical Foundation

To understand the student learning approach, the presage–process–product model (3Ps) of student learning (Biggs, 1978) will be modified. The model views students' perceptions of the learning and teaching context as the interaction between their previous experiences of learning and learning contexts (Prosser & Trigwell, 1999) and student characteristics and learning contexts affect students' perceptions of context, students' approach to learning, and further, students' learning outcomes.

In this study, a modified model using Prosser's (1999) model will be utilized to examine five constructs (See Figure 1): (1)student characteristics (previous experience, current understanding), (2) learning context (course design, teaching methods, assessment), (3) students' perceptions of the context (good teaching, clear goals), (4) students' approaches to learning (how they learn-e.g., deep/surface),and (5) students' learning outcomes (what they learn quantity/quality).

Google Online Marketing Challenge (GOMC)

The Google Online Marketing Challenge is a real-world project where students can experience and create online marketing campaigns using Google AdWords. To participate in the GOMC, each team needs to choose a real business and write a pre-campaign report. Once they have submitted a pre-campaign report, Google provides a $250 AdWords advertising budget to develop an AdWords campaign over three weeks. During the three weeks, students need to monitor the live campaign and adjust in order to improve the campaign. After launching a three week campaign, a post campaign report should be submitted to Google.

To judge all entries, first Google uses its Campaign Statistics Algorithm to examine entries over thirty variables, such as the number of impressions and online clicks on the client AdWords, the cost-per-click, keyword choices, budgeting for the three-week campaign, etc. Second, Google employees manually review the 150 short-listed teams to trim down to 15 teams. Third, a Global Academic Judging Panel determines the top teams for five regions and global winners by assessing the written reports (Jansen et al., 2008).

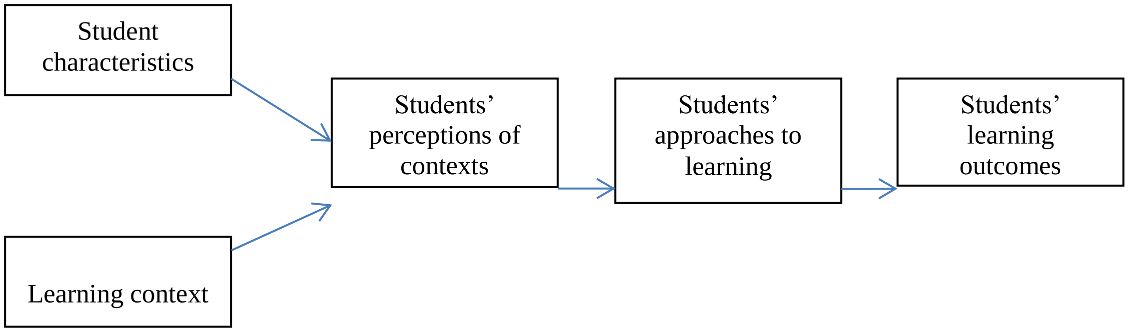

Figure 1: Students Learning Process (source: Prosser and Trigwell, 1999)

Google AdWords is an online advertising service that is placed on Google search engine site. Google's text advertisements are short, consisting of one headline of 25 characters, two additional text lines of displays for a particular search query. The choice and placement of the ads is based on various determinations including quality score. The click-through rate, relevancy and landing page are important items for maintaining and improving quality score. This in turn improves the overall ad rank. Also, advertisers need to find specific keywords they would like to use within their account in order for their ads to show up. Each time an ad is clicked, which was triggered by a keyword, a cost is incurred (cost-per-click). The cost and position are determined based on quality score and ad rank.

Table 1: Comments

Positive comments
"The GOMC provides a real-life experience which was extremely helpful to my learning and understanding of online marketing outside of the classroom. I really enjoyed participating in this project"
"*I really enjoyed the GOMC because it really gave me an idea of what companies do in real life. I learned so much and really enjoyed the whole aspect of e-marketing.*"
"I thought using a real time campaign with real funds made the project challenging and more educational, especially with experience."
Negative and mixed comments
"GOMC was a pain to run and implement, if it was easier and better if we meet in class."
"I think the group project might have been too much for an online class. I think overall the GOMC competition would be a lot for any class. It requires a lot of time and a lot of coordination with group mates, which is difficult to do when there are other classes to worry about. It was a good learning experience and you do feel like you learn a lot after participating in it, but it was a bit overwhelming."

Pre-test Findings and Future Study

To examine students' perceptions toward GOMC, an undergraduate, online, E-marketing class in a college was selected. Twenty eight students registered for the class. Seven groups were formed and each group consisted of four students. For each team, a virtual discussion forum was created to discuss ideas. In addition, several group meetings were organized by the instructor and each group met in-person, especially during the campaign. After launching their

GOMC, 22 students participated in a short survey which included close-ended questions and an open-ended question.

The results explain that most students expressed excitement and enjoyment and felt they learned a lot. However, some negative comments were found which suggested the compatibility of the–nature of the modality (online versus in-class). Students also mentioned that they encountered difficulties when they needed to discuss their project with each other. Although students were least positive about the prospect of repeating GOMC, they were most positive about using AdWords in the future to promote their own websites (Table 1 and Appendix).

For future study, a survey will be created based on the model in order to examine student learning approaches. To measure students' approaches to learning, the tendencies of students to adopt deep and surface and strategic approaches should be examined, which was developed by Ramsden and Entwistle (1979). Also, more data should be collected to generalize student perceptions toward real-world group project experience.

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Appendix

Perceptions toward course materials

	Strongly disagree←					→ Strongly agree		Average
	1	2	3	4	5	6	7	
Instructor's materials for GOMC were helpful.	0	0	5%	5%	14%	27%	50%	6.1
GOMC website provides useful information.	0	0	9%	5%	14%	36%	36%	5.9
The 'Pre-Campaign Strategy' report was useful for planning our campaign.	0	0	5%	5%	23%	27%	41%	6.0
The "Pre -Campaign Strategy" report was useful for my learning.	0	0	5%	5%	14%	45%	32%	6.0
The "Post -Campaign Summary" report was useful for my learning.	0	0	9%	0	18%	36%	36%	5.9

Perceptions toward AdWords

	Strongly disagree←					→ Strongly agree		Average
	1	2	3	4	5	6	7	
I was familiar with AdWords before participating in the GOMC.	45%	20%	0	5%	10%	5%	15%	2.9
I was enthusiastic when my professor told us about participating in the GOMC.	5%	5%	5%	20%	5%	10%	50%	5.5

I enjoyed setting up our AdWords Campaign.	5%	5%	10%	5%	35%	5%	35%	5.2
I enjoyed monitoring our campaign results.	5%	10%	0	15%	20%	10%	40%	5.2
The AdWords interface was easy to use.	0	10%	10%	15%	20%	25%	20%	5.0

Learning motivation

	Strongly disagree←						→ Strongly agree	Average
	1	2	3	4	5	6	7	
Compared to simulations, GOMC made me more deeply engaged in the project.	0	0	5%	19%	10%	29%	38%	5.8
The "real time" ability to monitor the AdWords account contributed positively to my involvement.	0	0	5%	5%	33%	14%	43%	5.9
Participating in the GOMC improved my understanding of online marketing.	0	0	14%	0	19%	10%	57%	6.0
The ability to spend "real money" contributed positively to my involvement.	0	0	10%	0	19%	24%	48%	6.0

Post campaign perceptions

	Strongly disagree←						→ Strongly agree	Average
	1	2	3	4	5	6	7	
I would use AdWords if I had to promote a website	0	0	5%	5%	19%	14%	57%	6.1
I would recommend participating in the GOMC to friends.	0	0	5%	14%	19%	10%	52%	5.9
I would like to participate in the GOMC again	10%	0	14%	5%	19%	0	52%	5.3
Instructor should use GOMC in future class for group project.	0	10%	5%	14%	14%	10%	48%	5.5
I am pleased with my experience in the Challenge.	5%	0	5%	19%	5%	14%	52%	5.7

FROM THE FRYING PAN INTO THE FIRE (OR NOT): MID-CAREER DECISIONS OF UNIVERSITY FACULTY

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Abstract

This study is an initial enquiry into the motivation of mid-career academic faculty to move away from their research/teaching assignment. What prompts such a decision? Using analysis of 'career stages' in concert with case study and literature review the authors consider the impact of organizational culture and personal drive in such change. What criteria merit a successful transition, and why does there appear to be so little research in this area when it can be so costly to an institution? This study is intended to provoke conversations and illicit deeper enquiry to ascertain if the consequences of such moves are relevant to the management of human capital within the academic institution.

Introduction

Have you ever wondered why some of the nicest faculty colleagues seemingly abandon their careers to go into administrative roles or even leave the university environment altogether to work in industry? Many of these individuals are the best teachers and researchers in the various departments, adding to the mystery of their decisions to abandon something at which they are exceptional to go to sometimes obscure roles and jobs elsewhere. In reference to a marketing faculty member who recently gave up most teaching responsibilities for administrative responsibilities, one student was recently overheard making the comment, "They always take the best ones out of the classroom. Where does that leave us students?"

Research has shown that most faculty development efforts on university campuses concentrate on instructional/pedagogical issues (Gustafson and Bratoon 1984; Lee et al. 1992; Riegle 1987), and even those that go further do nothing to understand individual professors (Baldwin and Blackburn 1981). The reality of this profession is that it consists of three categories of activities: teaching, research, and service. Thus, a more comprehensive effort of faculty development would be more effective in keeping faculty motivated and properly trained to accomplish all major responsibilities of this profession (Menges 2014). More than even this consideration of three areas of responsibility for the profession, many other factors contribute to faculty satisfaction.

One approach, rarely considered in the life of an academic, are accounting for the stages of a faculty member's career. Hall (1976) defines career as "the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life" (p. 4). In many institutions of higher learning, a faculty member's career is closely monitored up until he or she receives tenure. After that, professors are often left to their own devices to sculpt their careers and the tracks of any two are rarely similar. As with employees in any organization, supervisors (department chairs, deans and provosts) should recognize these stages – exploration, establishment, maintenance, and disengagement (Cron and Slocum 1986; Hall and Nougaim 1968; Miller and Form 1951; Schein 1971; Super 1957) – and facilitate the development of faculty appropriately throughout their careers.

The tenure system found in many universities in the United States was originally designed to take different stages of a faculty member's career into account, at least to some extent. Achieving this mid-career status of tenure in academia has its merits. Days are no longer governed by a race toward tenure and plans for retirement are somewhere in the future

(Romano et al. 2004). However, in many cases, this system is falling miserably short as many tenured faculty members become disengaged with their university and even their profession at differing rates after receiving tenure. Those who remain engaged often do so because of their own ambitions, even despite cultural and institutional barriers to these endeavors.

More than the generations of professors in the past, people entering the profession today are more likely to alter their work significantly during the years or decades of academic life. Mid-career faculty members comprise the largest component of the academic workforce. But what do we really know about them? What motivates some to leave academia altogether, find other institutional duties more appropriate than faculty responsibilities, or to significantly modify their scholarly specialties, and level of academic endeavors (Menges 2014)? As in other professions, mid-career doubt and reassessment takes place among academics (Baldwin and Blackburn 1981). Academic mid-career is the sometimes lengthy period between tenure and when a faculty member begins to prepare and plan specifically for retirement (Baldwin et al. 2008).

This paper presents a literature review on mid-career motivations, both in general and among university professors. It also chronicles the experiences of four university professors who have forged their own unique career paths after receiving tenure that demonstrated self-ambition to avoid the detachment and disengagement from their institutions and their professions.

Literature Review

A career is a life-long process that includes the preparation for and choice of an occupation. A person's present job is therefore just one part of the sequence of work experiences encompassed by a career (Cron and Slocum 1986). A career is more than simply the sequence of occupational, organizational, and job moves made by an individual. The many aspects of a lifetime of work, such as developing a professional self-identity (Schein 1980), continuing personal growth, meeting personal needs, setting and meeting professional goals, and resolving conflicting demands from the other areas of one's life (family, social needs, health, recreation, etc.), are important (Hall 1976). If faculty members are not offered ways to meet these needs and demands by their institutions, they may lose ambition as they progress through the career stages, they may change institutions or leave academia, or they may exercise their own ambitions and seek administrative positions, leadership positions in professional organizations, or seek other opportunities to keep them engaged, challenged and progressing.

Career Stages and the University Professor

Exploration is a career stage where people are concerned with finding an occupation in which they can succeed and grow as individuals. When the individual is in this stage, he or she has only a vague idea about the skills and abilities needed to become a success on the job. They often spend time floundering as they attempt to find a proper match between their talents and those required by the job and/or organization. During all this instability and turmoil, individuals are also putting some emphasis on establishing their initial professional self-image (Cron and Slocum 1986).

By the time university professors complete a terminal degree program, they are either late into this stage or even out of the stage altogether. In other words, they begin to socialize to the academic career for which they are preparing (Austin 2002). Before beginning a terminal degree with the intent to become a professor, people have come into contact with the profession as students, maybe as college-level instructors, or as research and teaching assistants during their undergraduate or masters' degrees. During all these experiences, potential faculty members are exploring this profession. Then the process of earning the terminal degree is a further exploration of the profession. For example, in many full-time Ph.D. programs, particularly in business, students get the experience of teaching their own classes, conducting research either on their own or in collaboration with faculty members. Many even get the opportunity to be involved in service at the department, college, university and even professional levels. Upon completion of their terminal degrees and accepting their new tenure-track jobs, then, they are completing the exploration stage.

Establishment is a career stage where a commitment is made by an individual to an occupational field. The individual focuses his or her efforts on stabilizing oneself and establishing a secure place in an organization (Super 1957). During this stage, individuals are attempting to establish roots in the organization and the related industry or community. By this time, most people have learned the fundamental requirements of the job, so their primary developmental emphasis is on using these skills to produce superior results and to achieve financial and personal successes (Cron and Slocum 1986).

The establishment stage for university professors is when they are working hard toward tenure. Many business colleges or schools have similar requirements for tenure, especially those who are accredited by AACSB (Association to Advance Collegiate Schools of Business) or even by ACBSP (Accreditation Council for Business Schools & Programs). These requirements include various emphases in research, teaching quality and innovation, and service. Many new faculty members emerging from full-time and high quality programs have high ambitions of succeeding at a research university. The success rate at such universities is relatively low and many are not able to clear the high barriers at these universities.

Some professors will leave the profession and go into industry at this point, likely starting at the first stage of exploration again, unless they are returning to an industry and job in that industry in which they previously worked. However, many do not give up and their next stop is to try smaller, non-research universities that may emphasize teaching achievement more, while still requiring some research prowess. If this is the career path an individual selects, the establishment stage is extended and continues.

Maintenance is a stage when once established in a career, individuals start reassessing their choices and what they have accomplished. For many people, this stage is a time of holding their own and maintaining what they have already achieved, staying on a plateau with ambition being flat (Slocum et al. 1985). Some people are satisfied with reaching a certain level and maintaining their position there. However, competition from younger individuals, technological innovations, new or additional job assignments, etc., may threaten a person's position and status if he or she remains plateaued (Cron and Slocum 1986).

At many universities that follow the traditional tenure system, achieving tenure often comes with promotion from assistant to associate professor. Once receiving the protections and status of tenure, many of these associate professors seem to be satisfied with this level and do not seek further promotion to full professor. For these professors, maintenance, as this stage suggests, is all they are attempting to do. However, new faculty coming to their departments who may be familiar with new technologies may seem threatening to these plateaued tenured faculty members. In addition, there are often additional service expectations that arise because of their tenured status. For example, many institutions do not encourage and may not even allow non-tenured faculty members to serve on Faculty Senate or other committees, such as promotion and tenure committees. Those individuals who find these factors to be too threatening, intimidating, or otherwise overwhelming, may find themselves going into the next stage almost prematurely. This is where the tenure system sometimes fails or falls short of what really needs to be happening in a university (Cron and Slocum 1986).

Those individuals whose ambition continues to push them toward promotion to full professor will out of systemic necessity continue to maintain, or even increase their levels of achievement as they push toward promotion. If this is the path an individual chooses, he or she likely goes through the establishment stage again. In some cases, it is at this juncture in a professor's career that the decision to move into another role at the university takes place. A person may decide to be department chair, associate/assistant dean, or take on some other administrative role. If this is the case, it is likely that previous training in a terminal degree program or some other place for this new job did not occur. Thus, the person will likely begin again at the exploration stage.

Disengagement is the final stage of a person's career and represents the final adjustment for most people transitioning from working to retirement. During this stage, the need to reduce the pace of work is important as one plans for retirement. If the organization does not offer a reduced workload during this stage, the individual will find ways to provide that for him- or herself. Though retirement may mean being able to escape a frustrating job in many cases, it may also mean the loss of a person's professional identity.

As a professor nears retirement, and sometimes years before, he or she is able to reduce workload by minimizing committee work and research to the bare minimums. Once a tenured faculty member begins to feel the various frustrations and monotony of their work, he or she may enter this stage, at least in motivation and ambition, years before retirement. This situation is one made possible by the traditional tenure system. Most universities have some sort of post-tenure review in place, but tenure is often honored so highly that performance below standards may still suffice to keep non-motivated professors employed for more than half of their academic careers in some cases.

Burnout

Burnout is a syndrome that is present in many individuals under constant pressure. It can be described as the index of the dislocation between what people are doing vs. what they are expected to do (Maslach and Leiter 1997). Burnout represents a deterioration of values, dignity, spirit, and will. It spreads gradually and continuously over time, sending people into a downward spiral from which it is hard to recover. The symptoms of burnout include emotional exhaustion, cynicism, perceived ineffectiveness, and a sense of depersonalization in relationships with coworkers and students. Burnout has been associated with impaired job performance and poor health, including headaches, sleep disturbances, irritability, marital difficulties, fatigue, hypertension, anxiety, depression, myocardial infarction, and may contribute to alcoholism and drug addiction (Gundersen 2001; O'Connor and Spickard 1997; Valliant et al. 1972).

The seeds of burnout may be planted in graduate school a future professor is going through for a terminal degree. The difficult and stressful process of achieving tenure further contributes to burnout. At many universities, a professor may have to teach four classes per semester, perform prodigious amounts of service, and achieve success in scholarly activities, often resulting at least in the perception of being overworked. The risk of burnout for professors in these situations (all of us at some point) increases (Murray et al 2001). Professor who thus begin to feel burned out begin to find their work unrewarding, experience a breakdown in relationships at work, believe they are treated unfairly, and are confronted with conflicting values (Kmietowicz 2001; Linn et al. 1985; Maslach and Leiter 1997; Williams et al. 2001).

Once tenure is achieved, this profession then lends itself to disengagement and eventual degradation of effectiveness in all three important areas of the profession – teaching, research, and service. This phenomenon, if left unchecked by either the university or the individuals themselves, will eventually lead to weakened relationships with colleagues and students and a general detachment from both the mainstream of the university and of the profession.

Motivating Professors

In universities, as in every organization, it is expensive to lose employees and have to go through the process of searching for and hiring new ones. How do universities most effectively utilize and retain the potential represented by their currently employed faculty, regardless of the stage of their careers? The most common answer to this question is through faculty development activities (Baldwin and Blackburn 1981), which is mostly concentrated on pedagogical issues. However, in many cases, an institution can do nothing about the turnover amongst academics. Some professors will be self-motivated and find their own to keep engaged at a particular university, or at least in the profession. It is possible to motivate the unmotivated (West 2012); thus, other professors may be motivated by opportunities offered by their employing universities, enabling these universities to retain quality professors. Those universities that actively seek to retain their professors throughout their careers are more likely to be able to achieve higher levels of excellence (August and Waltman 2004).

Programs that encourage career planning can assist professors in consciously recognizing and adopting to career advancement. Flexible sabbatical/leave policies and internship opportunities can invigorate mid-career faculty by permitting them to explore other professions while remaining in academia (Baldwin and Blackburn 1981). Offering temporary administrative roles and supporting training for new teaching areas are other options universities may try to keep mid-career faculty engaged (Baldwin and Blackburn 1981).

Research shows that as professors increase in rank, and age, the amount of time spent in class preparation decreases (Baldwin and Blackburn 1981), interests turn from research to teaching (Fulton and Trow 1974), and become more politically conservative (Blackburn and Lindquist 1971).

A necessary step in understanding retention of these professors is to be aware of what contributes to career satisfaction (August and Waltman 2004). Another necessity is recognizing differences between individuals (August and Waltman 2004) and recognizing the different stages in a person's career (Cron and Slocum 1986).

Level of satisfaction is a key component in faculty members' decisions to stay or leave a university (Matier 1990; Smart 1990). Many factors have been identified as enhancing professor satisfaction, including their perceptions of quality of worklife (Johnsrud and Rosser 2002); their work itself, to include research, teaching, and service (Olsen et al. 1995); their perceived control of their career development (Olsen et al. 1995); high degrees of autonomy in their work (Tack and Patitu 1992); and the challenge they take from their work (Manger 1999).

Other research suggests another important component causing job satisfaction for professors is how well faculty members perceive they are valued and recognized both by their peers and at the institutional level (August and Waltman 2004). Making professors feel valued can be accomplished in different ways. The university can be sure salaries are equitable at all levels (Hagedorn 2000). It can also give awards to faculty (Johnsrud and Des Jarlais 1994). Effort can be expended to make sure resources for research support, clerical support, graduate student support and technology are adequately and equitably (Johnsrud and Des Jarlais 1994). Faculty morale and satisfaction is also generally increased when they feel there is truly shared governance and their opinions are important (de Grey 2009; Rice and Austin 1988). Peer recognition is often greatest when there is a sense of community (August and Waltman 2004), and mentoring has also been shown to be an important factor in faculty satisfaction (Cullen and Luna 1993).

Discussion and Conclusions

This preliminary look at academic career changes within one's own institution is fertile ground for future research. Many factors can impact one's decision to upheave a secure faculty position for an adventure into the unknown of administrative duties.

One area rife with possibilities is the personal motives everyone brings to their career endeavors. Simultaneously, organizations try to build relationships with its employees to thwart attrition, achieve higher levels of productivity, and groom candidates from within its own ranks for leadership positions. Whether these efforts are successful speaks to the level of organizational commitment employees have. Organizational commitment, as defined by Lyons et al. (2006), is the level of employees' identification and involvement with their employer. The few studies that have directly compared levels of organizational commitment between public sector employees and private sector employees have consistently shown private sector employees to demonstrate higher levels of organizational commitment than public servants (Lyons et al. 2006). This evidence builds upon Zeffane's (1994) work that found this outcome was based on the private sector's use of a flexible and adaptive management style, as opposed to the public sector's focus on rules and regulations. A rule-following culture can be stifling to the individual characteristics unique to all employees, but especially those who are looking for creative ways to solve problems and be innovative in not only their pursuit of greater productivity, but also their own career aspirations.

Sometimes, regardless of organizational efforts, the antecedent of job choice is primarily based on the values of the individual, rather than collective life stages or structural mechanisms. For instance, parapublic employees – employees working for organizations financially supported by government but not a government agency itself--were found to place less value on workplace advancement (Lyons et al. 2006). This finding could reveal yet another reason why many professors do not attempt to do more at their institutions after achieving tenure and promotion. Faculty members who do not receive tenure leave the institution, so achieving this goal is more a question of survival than any prestige that could be associated with it. Lyons et al. also reasons that "for many parapublic employees, such as…teachers, the opportunities for upward career advancement are relatively limited. It is possible that people who greatly value advancement opt out of parapublic professions. It is also possible that people in parapublic professions rationalize their lack of advancement opportunities by downplaying their importance" (p. 614).

Additionally, the study found that parapublic employees, which included universities, placed significantly less importance on intellectually stimulating work than even their public sector counterparts. While this may seem counterintuitive to the profession of college professor, it can make sense when we consider that the position's primary focus is either to conduct open-domain research of the individual's own choosing or teach knowledge to others. "…It appears that the true reward for employees in the parapublic sector is the altruistic nature of their work rather than the intrinsic benefits of the work itself" (Lyons et al. 2006, p. 614).

In conclusion, a combination of quantitative and qualitative research is needed to better understand why individuals leave their faculty positions to become college administrators, as well as to why some of them ultimately return to their former positions. A survey of current administrators who came from the ranks of faculty would help to better understand the depth or dearth of these transitions across the country. This descriptive study could also delve into the tactics used by universities to develop strong organizational commitment of its employees. Qualitative work should also be conducted through personal interviews with a range of these "transitions" to gain more insight into not only why faculty move into more administrative roles, but also whether this effort should even be fostered. An excellent faculty member does not always translate into that person becoming an excellent administrator.

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PERSONALITY AND GPA: WHO PERFORMS WELL?

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Abstract

Two separate measures of personality were taken from students in marketing classes and compared with their cumulative GPA. The Big-5 factor of conscientiousness was found to be consistently related to grades, while creativity and self-reported self-liking were generally negatively related. There was some evidence that marketing students may have a larger personality/GPA association than other majors. Implications are reviewed including the possibility that students can do quite well in most classes by memorizing material without much curiosity or creativity.

Introduction

There are several relationships found between GPA and business students that would lead us to suspect that an association should exist between their GPA and their personality. Although there has been a wide-ranging historical debate in psychology about the nature and measurement of personality, most research is currently being conducted using the Big-5 theory because of its measurement simplicity and the large body of work that has accumulated using the instrument.

The five factors are:

1. *Openness* to experience: People high on this factor tend to be creative, curious, and original, while low scores are associated with being conventional, down-to-earth, and uncreative.

2. *Conscientiousness*: Highly conscientious people tend to be well-organized, careful, and reliable, while people with low scores tend to be disorganized, and undependable.

3. *Extraversion*: This is a classical introversion/extroversion factor with which most people are familiar.

4. *Agreeableness:* High scorers tend to be cooperative, good natured, sympathetic, and courteous, while low scorers tend to be more critical, suspicious, and perhaps harsh and callous.

5. *Neuroticism*: Those high on this factor tend to be nervous, insecure, and high-strung, while low scores are typical of people who are calm, relaxed, and more secure.

Numerous research reports have been published in an attempt to find a link between personality and GPA. However, the literature is missing several elements. First, although personality has been shown to be related to a single class grade in marketing, no research was found utilizing marketing students or marketing classes with GPA. Second, no research was identified comparing standardized measurements of the Big-5 instruments with a direct measure of the students' own perception of their personality and its relationship to GPA. Third, no studies could be found relating a students' perception of their own likeability to GPA. This is an interesting oversight given that students use their perception of the instructor's likeability to evaluate instruction, which is related to their perceived level of learning.

Purpose

This descriptive study looked at the relationship between self-reported personality traits and the Big-5 personality factors on the cumulative GPA of students in a marketing core class. It investigated:

Table 1: Regression of GPA with Personality Factors

Student Characteristics

Total	GPA	n = 459	M = 3.13	Sd = 0.41	Low = 1.99	High = 4.00
Female	GPA	n = 254	M = 3.22	Sd = 0.38		
Male	GPA	n = 205	M = 3.01	Sd = 0.41		
					t(457) = 5.66, p < .001	
GPA/Likeability		r = -0.113	t(455) = 2.43, p = 0.016			

Big-5 Responses

	Sex	**Openness**	**Consc**	**Extro**	**Agree**	**Neuroticism**
Beta	**0.166**	-0.027	**0.288**	**-0.107**	-0.103	0.038
t	3.29	-0.56	5.64	-2.17	-0.26	0.75
p	0.001	0.547	0.000	0.030	0.794	0.454
Tolerance	0.893	0.967	0.879	0.937	0.900	0.909

(R^2 = 0.147, F (6, 373) = 10.72, p < 0.001)

Direct Responses

	Sex	**Open(Creat)**	**Consc**	**Extro**	**Agree**	**Neuro(Stable)**
beta	**0.245**	**-0.155**	**0.187**	-0.037	-0.001	-0.080
t	5.47	-3.47	4.08	-0.81	-0.03	-1.77
p	0.000	0.001	0.000	0.417	0.978	0.078
Tolerance	0.962	0.967	0.919	0.945	0.909	0.934

(R^2 = 0.130, F(6, 450) = 11.21, p < 0.001)

1. The relationship between students' direct assessment of their personality with a standardized Big-5 instrument.

2. The relationship between these two measures and the cumulative GPA of students in a marketing core course.

3. The impact of students' perception of their own likeability on GPA.

Method

For the last eight semesters, 459 students in an undergraduate consumer behavior class have completed a standardized Big-5 personality inventory as part of a class assignment. The cumulative GPA of each student was self-reported. Independent internal studies had found a close relationship between student-reported GPA and actual scores. In addition, a direct measure of personality was also included consisting of a scale anchored by the Big-5 factors utilized in previous research.

Results

Female students have significantly higher GPAs than males, and that is taken into account in the following analyses. There is a significant association (all with probabilities < 0.001) between the factors on the Big-5 inventory and the direct measures of personality.

GPA is positively associated with *Conscientiousness* and *Neuroticism* on the the Big-5 inventory, but negatively related to *Extraversion*. *Openness* and *Agreeableness* showed no direct relationship with GPA. However, when *Openness* is clearly identified as being related to creativity in the direct response inventory, the association becomes negatively significant. There is a small but significant negative association between GPA and a direct measure of likeability.

The GPAs of marketing majors, marketing minors, and non-marketing students in the consumer behavior classes were found to be similar, but only marketing students showed any associations between personality factors and GPA.

It is possible that some of the non-significant associations were confounded by the linear assumptions of the associational measures. This was found not to be the case. It is also possible that a combination of personality factors may be related to GPA when the factors standing alone were not. An "ideal student" could be identified as one who is in the top 50% of all persons in *Conscientiousness*, *Openness* (original, creative, and curious), and in the bottom 50% on *Neuroticism* (i.e., being calm, secure, and hardy). An analysis found that GPA trends in the positive direction, but the mean scores are not significantly different.

Summary

1. A strong positive relationship was found between the students' self-reported personality and the factors found on the Big-5 standardized instrument, indicating that future research could use a self-reported measure.

2. *Conscientiousness* was found to be consistently related to GPA. If *Openness* was clearly identified as "imaginative/creative", it too was related, but negatively. While there was a significant association between *Extraversion*, and *Neuroticism* with GPA, only *Conscientiousness* and being introverted was significant when all the factors are regressed together, and even then, introversion was removed as a significant factor if self-liking was added to the regression.

3. Overall, and excluding *Conscientiousness*, personality factors were not consistently related to the GPA of students found in a consumer behavior class, and the ones that were associated were not necessarily in the direction that would be expected.

4. Creativity and self-liking are negatively related with GPA.

Implications

The lack of association with *Openness* in the Big-5 inventory is troubling. *Openness* supposedly is related to being original, creative, curious, and complex. This small association could be a result of how our students are taught and what we expect of them to earn a grade. The findings would suggest that the lack of association, or weakly negative association, between GPA and *Openness* found in this study may result from classes that do not require thoughtful and reflective thought combined with the creativity associated with fluid intelligence to obtain a high grade. In blunt terms, it implies that irrespective of our intent, our students can do quite well in most classes by memorizing material without much curiosity, and (given the negative relationship with self-liking) apparently without need for self-esteem.

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THE EFFECT OF TUITION INCREASES ON MARKETING STUDENT DECISIONS

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Abstract

Over the past decade, the price index for college tuition grew by nearly 80%, a rate nearly twice as fast as the overall consumer price index during the same period (Kurtzleben, 2013). College graduates in the class of 2014 are the most indebted ever, with an average student-loan debt of $33,000, and over 70% of bachelor's degree recipients are leaving school in debt as compared to less than 50% just 20 years ago (Izzo, 2014). There have been strong student protests in response to announced increases, including the recent example of protests in the University of California system (Murphy & Neysa Alund, 2014).

Much of this increase in tuition costs has been because schools have had to offset reduced state support of their universities (Hemelt & Marcotte, 2011), and declining enrollments caused by years of depressed family incomes and uncertain job prospects (Martin, 2013). Business schools, however, have shown steady increases in the number of bachelor's degrees conferred for the past decade, with nearly 32% growth during this time (National Center for Education Statistics, 2013, Table 322.10) in part, possibly, because students associate better job prospects with business degrees.

While student satisfaction, influencers on the choice of being a marketing major, and strategies for recruiting students into marketing majors have received attention in the marketing education literature (Danko & Schaninger, 1988; Hugstad, 1997; LaBarbera & Simonoff, 1999; Schmidt, Debevec, & Comm, 1987), student response to tuition increases has not. It comes as no surprise that tuition increases reduce persistence rates among graduate students (Andrieu & St. John, 1993) and probably undergraduates as well. Given that enrollment is a key factor in the budget made available to marketing departments, it is important for department chairs and faculty to develop effective strategies for addressing tuition increases with students.

The present research examines one stratagem for influencing student response to tuition increases. It explores how the framing of tuition increases may affect the decisions students make regarding school choice, financing, and accommodating tuition increases by adjusting their other expenditures.

Framing Tuition Increases: Topical and Comprehensive Mental Accounts

There are two phases in a typical decision problem: a phase of framing and editing, followed by a phase of evaluation (Kahneman and Tversky, 1979). The framing and editing phase consists of a preliminary analysis of the decision problem, which frames what actions or choices can be made, the related contingencies, and possible outcomes. This framing is controlled by the manner in which the problem or decision is presented, as well as by the various norms, habits, and expectations of the person making the decision. After this initial framing phase, the various options are then evaluated, and the option with the highest perceived value is selected.

When deciding between variously framed outcomes, decision makers use "mental accounts" in order to aid in the evaluation of each choice. Tversky and Kahneman (1981, p. 456) define a mental account as "an outcome frame which specifies (i) the set of elementary outcomes that are evaluated jointly and the manner in which they are combined and (ii) a reference outcome that is considered neutral or normal," with the reference point typically set at the status quo. People use such mental accounts to keep track of where their money is going and to keep spending under control (see Thaler, 1999 for a detailed review of mental accounting research). In particular, Kahneman and Tversky (1984) have proposed that these mental accounts can be either minimal, topical, or comprehensive accounts. Minimal accounts include only the differences between options and disregard the features they share. Topical accounts relate the consequences of possible choices to a reference level determined by the context of the decision. Comprehensive accounts incorporate all other factors including current wealth, projected future earnings, and possible outcomes of other investments. Thaler (1999) suggests that in general, the way a decision is framed should not alter choices if the decision maker is using a comprehensive, wealth-based analysis. However, real world choices are often altered depending on how decisions are framed because people make decisions piecemeal, and thus are influenced by the specific context of the choice.

In the present research we framed tuition increases in several ways in order to see how these differentially influenced students' choices and affected their responses concerning choice of school, funding source, and non-school related expenditures.

Our prediction was that generalized increases in tuition would lead students to use comprehensive mental accounting and, thus, lead to decisions that more negatively impact enrollment decisions. However, if tuition increases were framed in a piecemeal manner, students may use topical mental accounting which would have a less negative impact on enrollment decisions. We tested these predictions in two experiments that provided evidence that various frames for tuition increases would indeed have differential effects on students' decisions. Our results suggest that faculty and administration may be able to influence important student decisions through the framing of tuition increases

References Available upon Request

2015 BEST PAPER

FROM DEATH SPIRAL TO SURVIVAL: USING CUSTOMER RELATIONSHIP MANAGEMENT TO STRENGTHEN STUDENT RETENTION

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BUSINESS STUDENTS' ACADEMIC INTEGRITY KNOWLEDGE AND ATTITUDE TOWARD ACADEMIC MISCONDUCT, CREDENTIAL EMBELLISHMENT, AND BUSINESS UNETHICALITY

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Abstract

This research tests the relationships among business students' academic integrity knowledge and their attitudes toward academic misconduct, credential embellishment, and business unethicality. Based on 135 surveys from the students in a north-western regional comprehensive university, this study reveals that students who have reported a high level of academic integrity knowledge have perceived exam cheating less acceptable than the students who have reported a low level of the knowledge. No attitude differences for other academic misconduct types—illicit collaboration, plagiarism/fabrication, disrespectful behaviors, or slacker behaviors—have been found between the two distinct knowledge level groups. This finding may require a further investigation, but however, calls the effectiveness of current academic integrity trainings in business school into question. In addition, strong relationships have been found between students' attitudes toward academic misconduct and credential embellishment (i.e., resume fraud and/or resume padding) and between students' attitudes toward academic misconduct and business unethicality. The finding gives an alert concerning the validity of current ethics lessons, and suggests that business programs should develop academic conduct as a shared value among students to grow them morally-sensitive, and ethically-responsible professionals. Gender, age, school year standing, cumulative GPA, and professional working years have been additionally explored and found to have correlations with academic misconduct, credential embellishment, and business unethicality at some degrees. Implications of the study have been provided along with the limitations. (References are available.)

Table 1: *T*-test Results of Academic Misconduct based on Respondents' Academic Integrity Knowledge and Characteristics

	Mean	Academic Integrity Knowledge			Gender			Cumulative GPA			Age			Professional Experience in Year		
	All	Low	Hi	*p*	M	F	*p*	Low	Hi	*p*	Low	Hi	*p*	Low	Hi	*p*
Measures	(135)	(65)	(70)	value	(63)	(69)	value	(61)	(62)	value	(68)	(64)	value	(59)	(59)	value
Illicit Col.	2.76	2.81	2.70	0.54	2.76	2.71	0.76	**2.57**	**2.98**	**0.03**	**2.95**	**2.50**	**0.01**	2.81	2.60	0.28
(SD)	(1.02)															
P/F	1.46	1.43	1.48	0.70	**1.61**	**1.32**	**0.01**	**1.32**	**1.60**	**0.02**	1.42	1.49	0.54	1.54	1.36	0.16
(SD)	(0.68)															
Cht.	1.23	**1.33**	**1.15**	**0.03**	**1.35**	**1.13**	**0.01**	1.19	1.26	0.40	1.25	1.22	0.77	1.22	1.25	0.80
(SD)	(0.47)															
Dsrp. Bhvr.	1.95	1.97	1.93	0.80	2.02	1.90	0.41	**1.81**	**2.14**	**0.03**	**2.12**	**1.78**	**0.02**	**1.81**	**2.14**	**0.04**
(SD)	(0.84)															
Slk. Bhvr.	1.50	1.57	1.44	0.22	1.57	1.45	0.27	*1.43*	*1.62*	*0.09*	1.53	1.48	0.65	1.46	1.54	0.47
(SD)	(0.61)															

Notes: N = 135; *SD*: Standard Deviation; Illicit Col.: Illicit Collaboration; P/F: Plagiarism/Fabrication; Cht.: Exam Cheating; Dsrp. Bhvr.: Disrespectful Behavior; Slk. Bhvr.: Slacker Behavior;
Numbers in **Bold**: Differences between means or proportions are statistically significant at $p < .05$.
Numbers in *Italic*: Differences between means or proportions are statistically significant at $p < .10$.

EVALUATING *RATEMYPROFESSORS.COM* AS A VALUABLE TOOL FOR BOTH MARKETING STUDENTS AND EVALUATORS

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Abstract

This study uses data from official student evaluations in a comparison with comparable data from RateMyProfessors.com to assess the similarity of the data. Care is taken to assure that data used is directly comparable in terms of the same instructor/professor, the same class, and the same semester. Analyzing a total of 108 cases suggests that the data from RateMyProfessors.com is comparable to the data from official student evaluations. These findings imply that research that has previously been impossible to perform because of the difficulty of getting access to official student evaluations can be performed using unofficial student evaluations with the confidence that similar findings will result.

Introduction

If your complaint about a service or a service provider would never have any visible impact, would you go to the trouble of complaining? Conversely, thanking someone anonymously without ever knowing if that person whom you were thanking would even be aware of your gratitude may also be a deterrent. However, that is exactly what we are asking our students to do when we have them complete confidential student evaluations about us and our classes. Despite these problems, many universities and colleges consider these student evaluations to be so important that faculty members may be rewarded (retained, tenured, promoted) or punished (denied retention, tenure or promotion) because of them. Further, students have no way of knowing whether other students are being benefited from their evaluation of a professor indirectly (professors being rewarded or punished in the long term). And because of the confidentiality of these evaluations, they have no direct impact (other students having access to these ratings to help them select classes, professor, schools).

While many marketing educators, especially those in evaluative supervisory positions, realize there is value in student evaluations and that students are being benefited indirectly, the evaluations are not directly available to students, providing no short-term benefits to other students. They cannot use them as a tool to help them plan their educational experience. Thus, services like RateMyProfessor.com (RMP) are the tools tow which an increasing proportion of students are turning for these planning purposes.

RMP is the largest of these service websites and allows students to rate both professors and colleges/universities. The website is open to the public and has user-generated ratings. A student who takes a class from a particular professor is able to rate that professor and post comments about why they do or do not recommend the professor. The same goes for the college/university ratings on RMP. In addition, every year, RMP compiles a list of top-rated professors and colleges nationwide.

The internet enhances our ability to do product research and we often consider other consumers' ratings of a product to be among the most useful data when making purchase decisions. RMP enables customers of higher education to accomplish these objectives. RMP is becoming increasingly important to students in setting expectations for classes (DeJong 2008) as well as helping them make more informed decisions. Not only are the students paying attention to the quantitative ratings on RMP, but the findings of one study suggest that the qualitative comments in RMP serve as word-of-mouth social communication (Hartman and Hunt 2013).

Despite the increased use of RMP information by students, is this information truly valuable and accurate? If the information the students are receiving is so important to them, should it also be valuable to faculty members and to those who are in positions of evaluating them? Evaluators of faculty performance often place maximum importance in official student evaluations administered by the colleges and universities. Since RMP also provides student ratings and comments, should these have value to faculty members and their evaluators? This study is designed to begin to answer these questions.

Literature Review and Hypothesis

Official Student Evaluations

Official student evaluations are routinely required at most universities (Chen et al. 2004), and most of these universities use these student evaluations as an important part of evaluating teaching performance of faculty members (e.g., Ahmadi et al. 2001; Hobson and Talbot 2001). In addition, these official evaluations are often used as a way to assess quality assurance (Kwan 1999). Concerns have arisen concerning the development of the instrument (Marsh 1987), its validity and reliability (Cohen 1981; Feldman 1977; Marsh 1987), and the potential of bias (Chen et al. 2004; Tollefson et al. 1989). However, these official student evaluations continue to be viewed as an important part of evaluating professors.

Perhaps the most popular belief about official student evaluations by faculty is that grades have a strong impact on these evaluations (Clayson 2004). However, after many years of attempting to make this link absolutely, there is still no clear answer as to whether student grades have any impact on student evaluations (e.g., Clayson 2004; Gotlieb 2009; Grant 2007; Grimes et al. 2004; McPherson and Todd 2007; Paswan and Young 2002). Professors may even by reluctant to give low grades in fear of low evaluations, particularly before they achieve tenure (Benton 2006). Other research has suggested that grades do not have a direct impact, but may have an indirect impact because of attribution (Gotlieb 2009) or the principle of reciprocity (Clayson 2004).

Other research has focused on other factors impacting official student evaluations. For example, Candill (2002) examined class size and found that it did not have an impact on overall student evaluations. Lee (2011) found that students who feel they have some sort of control over at least a portion of the class and how it is run are more likely to rate the class more positively. Wheeler (2008) found evidence that student evaluations tend to be more positive in classes that include experiential learning. Other research has shown that quality professor-student interaction (Wheeler 2008), class length (Reardon et al. 2008), and class rigor (Clayson et al. 1990) all impact official student evaluations.

One definitive literature review indicates several importance findings about these official student evaluations. First, these evaluations are reliable and stable. Second, they are primarily a function of the professor who teaches a course rather than the course being taught. Third, they are relatively unaffected by such factors as grading leniency, class size, workload in the class, and prior subject interest. Fourth, they are useful in improving instructional effectiveness when coupled with appropriate consultation. Finally, official student evaluations should adopt a broad approach rather than a narrow approach including only a small number of effectiveness variables (Marsh and Roche 1997; Theall and Franklin 2002).

Another set of studies has identified four dimensions of importance for evaluating teaching effectiveness. The first of these four dimensions is content expertise which includes formally recognized knowledge, skills and abilities a faculty member possesses in a chosen field by virtue of advanced training, education and/or experience. The second dimension is instructional design which determines how students interact with the content, and includes designing, sequencing, and presenting experiences intended to induce learning. The third dimension is instructional delivery and includes those human interactions that promote or facilitate learning, as well as various forms of instructional delivery mechanisms. The final dimension is instructional assessment that includes developing and using tools and procedures for assessing student learning, both to provide feedback and to assign grades (e.g., Arreola 2007; Berk 2006). This same body of research also suggests that only three of the four dimensions are appropriately assessed with official student ratings. Students are not in an appropriate position to evaluate content expertise (e.g., Arreola 2007; Berk 2006).

RateMyProfessors.com Evaluations

RMP is the largest online destination for professor ratings. Whether the parent company, MTV, lends credence to the site or not, it at least shows that it has a heavy hitter behind it (Marcus 2011). Students have contributed 14 million ratings of 1.3 million professors and 7,000 schools. It includes ratings for professors from the United States, Canada and the United Kingdom. It is estimated that more than 4 million college students use the site each month. According to the website, "The site does what students have been doing forever – checking in with each other – their friends, their brothers, their sisters, their classmates – to figure out who's a great professor and who's one you might want to avoid" (www.RateMy Professors. com).

RMP uses a five-point scale similar to a semantic-differential format where the higher number indicates a more positive score for the professor being rated. Five primary factors about a professor are measure and each evaluation is for a specific class in a specific semester. The five factors used are helpfulness, clarity, easiness, interest, and hotness.

Helpfulness and clarity are considered to be the serious factors and it is these two factors that are considered in the overall quality calculations for the professor. Also, these two factors are most relevant and similar to official evaluation items and are basically assessing the dimension of instructional delivery. Helpfulness is measured by having students respond to the following questions. "Is this professor approachable, nice and easy to communicate with? How accessible is the professor and is he/she available during office hours or after class for additional help?" The end points for the scale are 1 = useless and 5 = very helpful. Clarity is measured by having students respond to the following questions. "How well does the professor teach the course material? Were you able to understand the class topics based on the professor's teaching methods and communication style?" The end points for the scale are 1 = confusing and 5 = crystal clear.

Some students may want to know how easy or difficult a class is before they register, so RMP has an easiness item to provide this information to students. Easiness is measured by having students respond to the following questions. "Is this class an easy A? How much work needs to be done in order to get a good grade? The end points for the scale are 1 = hard and 5 = easy.

Another interesting item is student interest before enrolling in the class. It is measured by having students respond to the following question. "Is this subject one of you passions, or are you only taking the class to fulfill mandatory credits?" The end points for the scale are 1 = no prior interest and 5 = Obsessed with the subject before attending class. One last fun item is to allow the students to evaluate a professor's hotness. What makes a professor hot is left to individual interpretation and is measure by responses to the simple question "Is your professor hot?"

Recent research indicates that RMP evaluations are useful and comparable to the official evaluations given by colleges and universities (Clayson 2014). Even the verbal comments students make on RMP are similar to those made on official instruments (Silva et al. 2008). This is good news for students because they are relying on RMP (and similar sites) more and more (Field et al. 2008). One criticism of RMP is self-selection; in other words, only those students with extreme opinions, either negative or positive, go to the trouble of evaluating. Other critics claim there is too much of RMP that is for pure entertainment and students do not take it as seriously as they should (Davison and Price 2009). Other research has claimed serious flaws with the validity of the information provided on RMP because of sampling errors (Otto et al. 2005), ratings biases (Otto et al. 2005), and results dissimilar from official student evaluations (Albrecht and Hoopes 2009).

On the positive side, however, one study found that "easiness" was actually considered by students to be of less importance when using RMP as a tool (Landry et al. 2010). Other research found evidence that students do take the task of evaluation seriously and students with extreme opinions are not necessarily the only ones to use RMP to evaluate professors (Peterson et al. 2011). Though some research has been conducted to compare different types of official evaluations (student, peer, and self) (Webster 1990), only a few studies have shown that RMP ratings are positively correlated with official student evaluations (e.g., Brown et al. 2009; Sonntag et al. 2009; Timmerman 2008). None of this small body of research quantitatively comparing official evaluations with RMP evaluations has been conducted in marketing. Thus, the hypothesis for this study follows.

H_1: Official evaluations and RMP evaluations are statistically comparable.

Methodology

RMP evaluations are specific not to a professor, but also to a specific class and semester. In the sample of 20 professors used in this study, no class and semester for a professor was evaluated by more than one student. Thus, each evaluation was considered a separate case for this study. As with RMP evaluations, official evaluations are professor, course and semester specific, allowing the matching up of both types of evaluations. Therefore, using all RMP evaluations for these 20 professors who had a corresponding official evaluation resulted in 108 cases.RMP ratings utilize a five-point scale and the official university ratings used in this study are completed using a six-point scale. Thus, the scale items for both types of evaluations were converted to percentages of the total possible (five or six) to make these ratings directly comparable. The resulting official ratings were then compared to RMP ratings on several dimensions. First, all four RMP factors (helpfulness, clarity, easiness and rater interest) were combined for comparison with the official ratings. Second, since RMP itself considers helpfulness and clarity as the determinants of overall quality (a variable somewhat comparable to what universities are measuring in official evaluations), these two were combined for comparison. Finally, each RMP factor was compared individually to the official evaluations for that faculty member for the same class and semester. All comparisons were performed by simple correlation analysis.

Results

As can be seen in Table 1, correlation analysis results in close relationships between official evaluations and all RMP evaluations. The largest, most significant correlations are between official evaluations and the RMP quality factors, including helpfulness ($r = .540$, $p \leq .01$), clarity ($r = .576$, $p \leq .01$), and the variable that combines those two factors ($r = .586$, $p \leq .01$). However, correlations between official evaluations and RMP evaluations go beyond these factors.

Correlations between the other factors used by RMP and official evaluations were also significant (see Table 1). The correlations between official correlations and the RMP easiness factor ($r = .240$, $p \leq .05$), the RMP interest factor ($r = .217$, $p \leq .05$), and the variable that combines all four RMP factors ($r = .534$, $p \leq .001$) are also significant.

Table 1: Results of Correlation Analysis

	Official Evals	RMP Quality	RMP Total	RMP Helpful	RMP Clarity	RMP Easy	RMP Interest
Correlation Coefficient	-	.586	.534	.540	.576	.240	.217
Significance	-	.000	.000	.000	.000	.012	.024

Discussion and Conclusion

Gaining access to official student evaluations is sometimes difficult, if not impossible, rendering research with this data only an unfulfilled wish. However, research using student evaluation data can clearly be important and useful. The results of this study add to the literature that verifies that utilizing publicly-available student evaluations, such as those provided on RMP, for research could be comparably enlightening.

In addition to using the quantitative data provided on RMP, it may also be useful to examine the qualitative data that is also found there. So far, there has been little research done on examining the written comments on RMP or comparing them with written comments found on official student evaluations. Research is just beginning to be performed and one paper makes suggestions about how to interpret and use the official written comments in evaluating faculty and helping faculty improve their teaching performance (Candill 2002); however, it fails to actually perform any analysis using the data.

With verification of the near equality of RMP data to official student evaluation data, future research using this unofficial data could be performed in any area where student evaluation data analysis could be useful. One such area could be comparing departments across an individual university or across different universities. Another may be to examine the notion that lower performing instructors get a higher quantity of comments and these comments are more negative than higher performing instructors.

If future research continues to verify the equality of unofficial student evaluations, universities may even consider eliminating official evaluations altogether and encouraging students to utilize RMP or similar sites. This measure would conserve valuable resources of the universities. In addition, encouraging these unofficial evaluations would provide more data to our students as they attempt to design their educational program that will maximize their academic experience.

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EXPERIENTIAL LEARNING: MAKE OR BREAK A SALES CAREER?

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Considering the speed at which the sales profession is growing, it only seems reasonable that sales education should also expand to keep up with this pace. According to the Bureau of Labor Statistics, sales jobs are projected to grow 18.8 percent between 2010-2020, compared to 14.3 percent for all other occupations. As the demand for salespeople increases, more universities are offering formal sales programs. DePaul University's 2011 Sales Education Landscape Survey identifies 101 institutions in the United States offering sales curriculums – an increase from just 45 in 2007. The increase in sales education is for good reason: studies indicate that as many as 60% of all college business graduates and 88% of marketing graduates will hold their first job in sales (Bolander, Bonney, Santornino, 2014). Given the demand for salespeople and the probability that marketing graduates will start their careers in sales, identifying opportunities that can better prepare students for sales success should be of significance to educators.

Traditional sales curricula focus on learning the steps of the sales process, which generally include prospecting for new business, establishing rapport, uncovering needs through questioning, presenting the appropriate product or service, handling objections, and closing the sale. Inks & Avila (2008) attest that active or "experiential" approaches are more effective in sales education and better prepare students than traditional passive learning, noting that, "These experiences are designed not only to enhance students' understanding of sales and improve their selling skills, but also to begin socializing students to the world of the sales professional". In addition to improved learning outcomes, could experiential learning also contribute to better job performance for students accepting sales positions upon graduation? According to a 2013 report by the Aberdeen Group, only 38% of new sales representatives meet their first year quotas, compared to 45% of overall sales representatives. Turnover for new sales representatives is traditionally high, which can impose recruiting, hiring, and training costs, as well as opportunity costs associated with lost sales and customer relationships. Sales students, educators, and managers could each benefit from knowledge of a relationship between experiential assignments and sales performance after graduation.

Figure 1. Model

Therefore, this research proposes an investigation of the relationship between experiential learning in sales education and sales performance after graduation. For purposes of this research, experiential learning is identified as role plays and sales projects. As can be seen in figure 1 above, no experiential learning, and experiential learning through role plays and sales projects, all have a relationship with sales performance. The projected relationships are as follows:

H1: Students who receive no experiential learning in their sales education will have lower sales performance than students who do receive experiential learning.

H2: Students who receive experiential learning through role plays will have higher sales performance than students who do not receive experiential learning.

H3: Students who receive experiential learning through sales projects will have the highest sales performance when compared with students who receive experiential learning through role plays and students who do not receive experiential learning.

A role play is a mock selling situation where the student acts as a salesperson and another student, faculty member, or business person acts as the buyer. A role play can provide students with the opportunity to engage in selling, review and reflect on their performance, and integrate their reflections into their understanding of sales and how to successfully engage in selling (Inks et al. 2011). Role plays can even be used in online courses through video platforms, such as YouSeeU, that can record a role play and make it available to the student, faculty, or potential employers to review the experience (YouSeeU.com). This type of video platform can even be beneficial for students to review their role play in order to improve on it the next time. Although educators and employers both recognize the significance of incorporating role play into sales education, it can have limitations due to the fact that the scenario is simulated, rather than actual and unpredictable.

Sales projects are exercises where students are responsible for selling real products or services to real customers. The product or service can vary, but a common project entails students selling tickets for a professional sports franchise. Such projects can provide students with actual sales experience (which is drawn from both successful and unsuccessful calls) and quantifiable results that can be incorporated into a resume.

To determine if the aforementioned experiential learning contributes to salesperson performance, surveys can be administered to ticket sales account executives for franchises in the National Hockey League (NHL) and/or National Basketball Association (NBA). These organizations are ideal for this research because, historically, the majority of new sales hires are recent college graduates. The franchises are also located in large metropolitan areas of comparable size and sales potential. Sales performance can be measured as a percentage of the salesperson’s annual goal. Revenue and ticket quantities would not provide accurate comparisons, as salesperson tenure and team ticket prices, inventory, and popularity can vary. Whether the salesperson participated in an experiential sales assignment during college can be assessed by asking if the salesperson took a sales class as part of their undergraduate education, and if they participated in a role play and/or sales project. Demographic information as well as personality traits and testing would need to be done to see if there are any mediating factors in these relationships.

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INCORPORATING MARKETING ANALYTICS INTO YOUR CURRICULUM

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Abstract

Analytics is the current buzzword in Business and Marketing. It is suddenly all about data driven marketing decision making. Many marketing students do not have the ability to determine what data is important or how to interpret it. Often recruiters express interest in interviewing students that have training in marketing analytics. For many schools with established curriculum and a student body that is not particularly interested in quantitative topics, developing and filling seats in analytics courses is challenging.

In this special session, we will define Marketing Analytics and provide a variety of ways to provide students with the analytical skill set that employers are seeking. Presenters will discuss a variety of creative ways to incorporate marketing analytics into the Curriculum. Jack Schibrowsky will introduce the topic and present a specific free standing marketing analytics course, along with his use of marketing analytics with his international case team. He will also discuss ways for faculty to take their existing curriculum and modify to include analytical training in all marketing classes. Finally he and James Peltier will show how some schools have created marketing analytics minors and concentrations using existing courses. Ludmilla Mills will discuss ways to incorporate marketing analytics into the advertising curriculum. Alexander Nill will demonstrate his use of marketing analytics into the International Marketing course. Micol Maughan will discuss how managers use analytics to become better leaders and decision makers.

Steven Hartley and Jim Cross will provide ways to introduce students to basic marketing analytics in the Principles of Marketing course, while Gillian Naylor will discuss the issues associated with this topic from the Department chair's perspective paying particular attention to the way this initiative impacts curriculum planning and scheduling, hiring, and faculty assessment. Stuart Van Auken will discuss the incorporation of marketing analytics into the MBA curriculum and Nadia Pomirleanu will provide examples of how to use marketing analytics in the services marketing courses.

Finally the panelists will provide creative ways to "trick" students into learning how to use marketing data to make better decisions. This session is a must for marketing educators interested in updating their curriculums and providing their students with marketing analytics training.

THE BOOMERANG EFFECT: WHAT HAPPENS TO INTERCULTURAL PROFICIENCY WHEN STUDY ABROAD STUDENTS RETURN HOME?

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In the past decade, the number of students studying abroad has more than doubled, where today, about 289,000 U.S. college students participate (Institute of International Education 2014) in a study abroad program (SAP); immersing themselves in foreign language, culture and business practices. The extant literature indicates that students returning from SAPs are "transformed" with a new worldview, improved intercultural competence, and a different consciousness of diversity (Albers-Miller 1999; Clarke et al. 2009; Duke 2000). The SAP literature related to marketing students is broad with most of the research focusing on the logistical aspects of the SAP or reporting student satisfaction with the experience immediately upon returning home (Wright and Clarke 2010). Yet, very little empirical evidence exists on the specific areas of personal development and even less research has been conducted on the permanence of these changes.

Most SAP studies measure the impact on learning outcomes only at the conclusion of the program (Vande Berg et al. 2009). Yet, when Rexeisen (2013) surveyed students four months after returning from an SAP, he found substantial regression in cultural development after returning home. When learning outcomes were considered months after an SAP, overall long-term intercultural improvement was insignificant (Pederson 2010; Rexeisen 2008). Rexeisen (2013) calls for further research across broader intercultural proficiencies to "either corroborate or disconfirm" (p.178) the findings. While pre- and post-test studies, immediately upon return, are available (Anderson et al. 1999; Wright and Clarke 2010; Vande Berg et al. 2009), research tracking SAP affects over a longer time period remain uncommon (Rexeisen 2013). Therefore, this study investigates the potential intercultural proficiencies expected to develop from an SAP over an extended period of time. The multi-dimensional characteristics of intercultural proficiency lead to five primary research questions:

1. *Are students more global-minded at the end of an SAP than at the beginning?*
2. *Are students more open to diversity at the end of an SAP than at the beginning?*
3. *Are students more interculturally sensitive at the end of an SAP than at the beginning?*
4. *Are students better able to communicate across cultures at the end of an SAP than at the beginning?*
5. *Do these results vary after spending 16 months back in their home country*?

This research represents one of the few longitudinal studies of SAP affects, comparing survey results from pre-, immediate post-, and after 16 months. The study used Hett's (1993) Global-Mindedness Scale, Pascarella et al.'s Open to Diversity Scale, and Olson and Kroeger's Intercultural Sensitivity Index. Hett's scale (1993) is composed of five elements: responsibility, cultural pluralism, efficacy, global centrism, and interconnectiveness. Olsen and Kruger's Index is specifically designed to measure the various stages of intercultural sensitivity (Bennett 1993) and the intercultural communication skills shaped in a study abroad program. The sample consisted of 30 marketing students attending the business school of a midsize U.S. state university. All of the students participated in the same semester long study abroad program in Europe. Upon return, the students resumed on-campus classwork without any additional SAP curriculum.

Findings reveal that many of the intercultural proficiency gains measured upon immediate return revert closer to pre-SAP levels after 16 months. Upon return, students demonstrated statistically significant increases in their levels of Global Mindedness and in the Adaptation and Integration levels of the Intercultural Sensitivity Index. After 16 months, intercultural sensitivity scores remain higher than the pre-SAP levels, but, have decreased dramatically and are no longer statistically significant. However, subscales within Hett's Global Mindedness scale remain higher after 16 months.

To further understand these boomerang effects, qualitative responses were also analyzed from immediate post-SAP and after 16 months. The qualitative feedback indicates after 16 months students still feel that the SAP was beneficial, express overwhelming support for the study abroad experience, yet, have difficulty articulating specific areas of personal development. There was a greater focus on the personal relationships established during the SAP, desire to travel more, and the memorable activities specific to their SAP encounter. Such results suggest that the students' perception of the SAP experience have evolved over time.

The findings confirm Vande Berg's (2007) contention that simply sending students to other countries may not be sufficient to result in meaningful lifelong changes. Educators must develop programs to repatriate returning students to secure the intercultural proficiency gains from SAP experiences. Implications arise for how marketing educators can most effectively secure the intercultural proficiency gains from study abroad programs. Questions also abound on how to best assess study abroad programs and how to conduct future research. As marketing educators seek to expand the global horizons of our students, we must work to develop better anchoring and reflection tools so that students maintain the intercultural proficiency growth obtained from cross-cultural experiences. Marketing specific post-SAP cultural anchoring programs are discussed.

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REVISITING THE ENTREPRENEURSHIP COMPETITION AT A SWISS UNIVERSITY OF APPLIED SCIENCES

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Abstract

Building on a previous paper - which described one of the important applied teaching pilot initiatives of the University of Applied Sciences Western Switzerland in the field of Business creation and particularly its repercussions on marketing knowledge – the authors conducted a survey on 6 annual cohorts of participants, with the aim of assessing their individual experience throughout the program as well as their perceived learnings. Results show interesting characteristics and motivators for participants and lead to specific recommendations in order to adapt the curriculum to better fit participants' expectations and better train them to be successful entrepreneurs.

Introduction

In a previous paper, the authors discussed an applied teaching initiative of the University of Applied Sciences Western Switzerland (UASWS) in the field of business creation (Montandon and Emad, 2013), which takes the form of a business creation competition called "Prix Genilem HES" (PGH). Switzerland typically scores highly on international competitiveness rankings because of its strong innovation capacity (WEF, 2011), but research shows that Geneva region population has lower entrepreneurial intentions than the rest of the country (Global Entrepreneurship Monitor, 2011). Entrepreneurial mindset plays a crucial role in competitiveness and well-being (Smestor, 2007; Wang, 2007). Indeed, academic research has shown strong relations between entrepreneurial activity and economic performance (Van Praag and Versloot, 2007). According to research findings that entrepreneurial training is effective in persons who are starting their own business (Dickson et al, 2008; Karlan and Valdivia, 2006), PGH aims at placing students on the track of creating their own company based on a personal project that they have begun to explore (Montandon and Emad, 2013). Research has also shown that one's intention to become an entrepreneur is affected by the beliefs of important reference groups such as family and friends (Krueger, 2003), as well as by self-efficacy (Barbosa et al, 2007, Zhao et al, 2005); defined by Bandura (1977) as the belief someone has of their capability to accomplish a certain job. But entrepreneurship education has also been shown to increase propensity to launch new businesses (Charney and Libecap, 2000), yet, there is little in-depth research studying the relationship between entrepreneurial education and entrepreneurial intentions on the one hand, and entrepreneurial creation on the other hand (Bergenholtz and Goduscheit, 2011; Pittaway and Cope, 2007). Van Auken (2013) also recommends studying the characteristics of program participants start a new business and track them over time to get a perspective on the longer term impact of a program.

Methodology

Our study surveyed 6 cohorts of participants to the PGH program that took place between 2009 and 2014 in 2 steps: a qualitative study involved an anonymous web-based questionnaire which was sent individually to 291 of the total of 320 participants (the remaining 29 e-mail addresses were invalid). The response rate was a strong 28.5% or 83 respondents who were broadly representative of the age, gender and profiles of the overall participation. In addition, certain prize winners were also interviewed by telephone at a later date.

Results

This survey had three goals: first, to get a perspective on the longer term impact of the program in terms of entrepreneurial creation as well as in terms of entrepreneurial success, second, to understand the participant's perceptions of competence building as a result of their participation; and third, to gain a better understanding of the types of profiles that had been attracted to the program. Given that the prize was created to stimulate entrepreneurial behavior in students and young graduates, it is important to determine whether the guidance and training throughout the competition cycle provided the appropriate tools to aid them in their endeavors. The amount of formal course-based training involved is relatively low (roughly 4 hours of specific business planning training per cycle). However, participants are all able to interact with start-up coaches at various intervals during their preparation phases. This immersive approach puts a very strong onus on the participants to acquire the necessary theory on their own, before it is to be applied, much as is in blended or flipped teaching.

Three quarters of respondents were men and just under half were between the age of 25 and 29. A quarter of the participants had an engineering background, 37 % had a background in business education and 21% had an educational background in design and visual arts.

In terms of the perceived pedagogical value, 74.7% of respondents indicated that their ability to present their ideas in a simple way had significantly improved as a result of their participation in the program, 71.2% that their ability to sell an idea had been improved and 59% asserted that their ability to organize their ideas/arguments in a structured manner had been improved. On the other end of the spectrum, building a network of contacts scored quite poorly in this case; fewer than 20% believed that the process had significantly improved their networking skills.

76% of respondents continued their entrepreneurial projects after the end of the program, and 1/3 of those have done so on the basis of a different project from the one they presented for the prize. Surprisingly, the perceived pedagogical value for the entrepreneurs seems to rate, on many dimensions, lower than it does for those who did not continue their project, especially ability to set priorities (31.5% for the entrepreneurs vs 56.2% for the others), ability to sell an idea (67.3% vs 82.4%, ability to analyze a situation (32.7% vs 56.3%). This could be explained by the self-efficacy dimension, inferring that those who succeed were initially more self-confident about their level of knowledge and therefore, feel that they have learned less than the others who initially believed they knew less.

In addition, according to the entrepreneurs, the program provided them with framework conditions which helped entice them to launch their first business and in certain cases a second or even third in rapid succession. Interestingly enough, those participants who indicated that they had given up on their entrepreneurial projects, 1/3 had returned to further studies. A further 2/3 are currently employed in areas such as technology development roles (33%) or roles linked to sales and marketing. Overall, nearly 95% of respondents indicated that they had the intention to start another business in the near future (65% within the next 5 years).

In a follow up telephone interview, one of the earliest prize winners also asserted that the fact of having participated in this program and then run his business for 4 years afterwards, had led him to develop strong organizational skills and of course maturity. These skills were subsequently instrumental in his ability to take up a part time management position in a relatively large organization.

Conclusion

This research shows that those who chose to participate in the program have a deeply set entrepreneurial mentality as, even when they did not succeed in their business, they still either ended up creating another company, or expressed the firm intent to in the future. This research also shows that the program participants were more interested in the coaching and learning opportunity offered to them through the program than they were in the opportunity to win the prize and get a funding. Consequently, it is recommended to enhance the educational and coaching dimensions of the program, to offer more learning opportunities for those who do not end up winning the competition.

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EXPLORING CHALLENGING ISSUES IN TEACHING INTERNATIONAL MARKETING

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Globalization has accelerated the importance of international business and marketing. More and more firms have anticipated the need to develop foreign markets (Stiglitz, 2002). Specifically, penetrating foreign markets has become an antecedent to survive in the competitive business environment (Li, 2008). Thus, there has been a growing need for education of international marketing.

Teaching international marketing effectively is challenging since it entails a variety of topics ranging from the characteristics of local cultures to the complex political systems of local markets (Lee and Ulgado, 1997) Specifically, emerging markets are changing rapidly, which is another daunting task for instructors who teach international marketing. For example, Starbucks has 800 stores in March 2013 and aims to have more than 1,500 outlets in China by the end of 2015 even though Chinese consumers traditionally drink tea rather than coffee (*China Daily*, 2013). Similarly, there are more than 110 Outback Steakhouses in South Korea where steak is not a traditional meal among Korean consumers (Outback Steak Korea Company website).

There is a gap between international marketing theory and industry practices. Furthermore, there are many instructors who do not have international marketing experience, nor have they lived abroad. Teaching international marketing effectively can be puzzling to those instructors who do not have international marketing experience since it involves characteristics of global consumer behavior, as well as, local cultures, traditions, and heritage (Lee & Ulgado, 1997). Often, the best way to understand global consumer behavior is to have instructors spend time in foreign countries and observe local consumer behavior.

Hence, this study is designed to discuss effective educational pedagogies for instructors who teach international marketing. The researchers will conduct in-depth personal interviews with ten international marketing directors working in major companies in an effort to identify the key skills that students need to be successful in international marketing. The researchers will also review an array of relevant literature to examine effective pedagogies for teaching international marketing. Based on the results of the in-depth personal interviews and review of secondary literature, the researchers will provide a pedagogical strategy for international marketing instruction with the conference audience.

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THE CASE TEACHING METHOD IN EXECUTIVE EDUCATION IN SOUTH AFRICA AND ITS IMPACT ON STUDENTS' LEARNING ENGAGEMENT, EXPERIENCE, PROCESS AND OVERALL LEARNING OUTCOME

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Abstract

The case teaching method is an interactive instructional approach that applies case studies to teaching with the view of getting students to solve a particular problem being addressed in the case (Chen, Rong-An, & Harris, 2006; Razzouk, 2011). It places the student, and not the course facilitator in the centre of the case discussion so that the learning experience can be enhanced (Grant, 1997). According to Labov (1972), Case studies tend to provide answers to these questions: "What was this about; who, when, what, where; and then what happened. Similarly, Yin (2004) asserts that case studies enable an in-depth understanding of a real-life phenomenon. The proliferation of case teaching method across various disciplines is testimony that this mode of instruction is increasingly being recognised within the academic environment (Chen et al., 2006; Grant, 1997; Kimball, 2006; Paulus & Roberts, 2006). Executive Education is no exception to this trend.

The South African Executive Education context comprises of many competitive business schools that offer short-term programmes targeted at junior, middle, senior and executive level employees that want to pursue long-life learning without the need to obtain a 3 or 4 year-degree. For this reason, they pursue short programmes (of less than a year). Since these practitioners have real life experiences that they bring into the classroom, having an instructional method that allows them to fully relate the theory to the practical world is of great importance. As an effective teaching tool, "case studies have been demonstrated to be important in enhancing students' cognition, engagement, approaches to learning, experience and outcomes" (Mathews, Sriratanaviriyakul, Hiep Pham, & Lam, 2014, p. 288).

The purpose of this work is to build on prior research done by Mathews et al. (2014) to establish how the case teaching method in executive education in South Africa affects students' learning engagement, experiences, process and overall learning outcomes. For this purpose, the constructivism theory is applied and over 200 students attending an Executive Education programme in a South African School of Business that have been exposed to a case teaching method are to participate in this research.

The student scale engagement is evaluated using 4 measures; namely skill, emotion, participation and performance; the learning experience is assessed using 4 measures: perceived feedback, reflected feedback, reviewed feedback, and value feedback; whilst the learning process measures motive and strategy components to assess the depth of the learning approach, and finally, learning outcomes are measured using Mennecke et al. (1992) GSS model.

The analysis of the collected data is done using structural equation modelling. Future research areas and implications are provided.

References Available upon Request

EXPERIENTIAL LEARNING: AN ASSESSMENT OF IMPACT AND ENGAGEMENT IN THE MARKETING CURRICULUM USING KOLB'S LEARNING STYLES

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Introduction

New AACSB standards revolve around the tenets of Mission/Innovation, Impact and Engagement (AACSB, 2013). These tenets transcend and provide the tone and manner for the standards that will be distinctly executed according to an accredited school's mission. Changes in the external environment necessitated review of the previous standards that had been in place since 2003 (AACSB, 2013). Changes include for example, the advance of technology, increased globalization, skills desired by employers, and needs of current students (Duke, 2002). The needs of current students relate to each of these changes as many of today's students gravitate toward use of technology, participate in a more global society, want to acquire skills desired by industry and want to be able to apply those skills. The new standards are designed to address these changes and increase relevance and outcomes for AACSB schools and more specifically enhance the student's learning experience and outcomes. The purpose of this paper is to review the tenets of impact and engagement, highlighted specifically in the strategic oriented standards, and to reinforce the importance of impact and engagement in the learning and teaching standards as well. Experiential Learning, touted in the literature to enhance learning (Bonwell, & Eison, 1991; Duke, 2000; Petkus, 2000), will be the focus of impact and engagement evaluation in the context of student learning styles. The first part of the paper reviews impact and engagement initiatives related teaching and pedagogy with focus on experiential learning. The second part of the paper builds the relationship between experiential learning and learning styles. It will be argued that intentional design of experiential activities with multiple learning style modalities will increase learning and impact and engagement as a result.

Methodology

Specific experiential assignments were collected from sections of Marketing Principles and Practices, Consumer Behavior, International Marketing, Marketing Research, New Product Development and Sales Management courses. After eliminating duplicate assignments a total of fifteen discreet experiential assignments were identified. Together the faculty discussed each activity and its components (many assignments had multiple parts) and classified each according to Kolb's framework.

Findings and Discussion

In order for an experiential activity to be considered an impactful and engaging learning tool, it has to be planned carefully to incorporate multiple aspects of the Kolb (1984) learning cycle (Young, Caudill, & Murphy, 2008). More specifically, students must be able to "involve themselves fully, openly and without bias in new experiences (CE); be able to observe and reflect on these experiences from many perspectives (RO); be able to use concepts based on appropriate theory (AC); and be able to use these theories to make decisions and solve problems (AE)" (Kolb 1981, p. 236). Below is an example which demonstrates how experiential assignments can incorporate the four stages of learning. While an assignment may begin in a particular experiential learning stage, the subsequent related activities typically involve the other stages to the same or lessor degree. Additionally, after review of various assignments and their respective sub components (See Appendix A) an assignment may encourage activities involving multiple learning stages simultaneously or in a non-sequential manner as noted in Figure 1. Therefore it is argued that assignments with multiple components engage

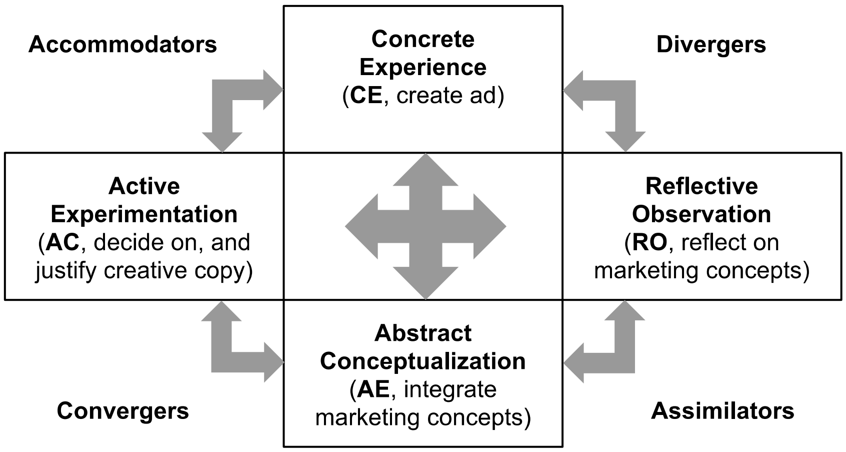

Figure 1: Create a Print Advertisement Experiential Assignment Categorized with Kolb Framework

various experiential learning stages, not necessarily in order and are therefore impactful to different types of learners.

Experiential Assignment Example #1: Create a print advertisement for a client who wants to sell a product that has just been legalized. You will pitch the idea to the client therefore be able to justify the advertisement and its elements using concepts.

In the example assignment above, students are engaging in a new experience (creating an advertisement- concrete experience) based on observations and reflections from previous in class discussions (reflective observation). Additionally, students integrate existing theories (abstract conceptualization) in order to make decisions regarding the advertisement's elements by applying theories and concepts reviewed in class (active experimentation). This assignment moves through all four stages of the experiential learning model, with activities often occurring simultaneously in different stages and activities moving through the stages non-sequentially. The above experiential assignment has components that relate to each learning style and as such reveals an assignment that is expected to be high in aiding learning and directly relate to impact and engagement measures. Ideally assignments should encourage all four types of experiences outlined in the Kolb framework (Kolb, 2005; Petkus, 2000) without concern for the order.

Limitations and Implications for Future Research

As with all research, this study is subject to limitations that could inspire future research. One limitation is not obtaining and classifying an exhaustive list of experiential assignments from all marketing classes in the sampled marketing department. Nonetheless, the authors feel that the included assignments give the reader sufficient examples to inspire the development of new and innovative marketing experiential assignments that intentionally incorporate Kolb's framework. Another limitation is that the classification of each assignment to Kolb's (1984) model is limited to the interpretation of the three authors; however, samples were assessed similarly to an inter rater reliability session therefore the authors feel that this limitation does not weaken the main contribution of the paper, which was to suggest an avenue to meet new AACSB standards for engagement in the classroom.

Conclusion

It is argued herein that it is important to create experiential activities for students that are multifaceted and incorporate activities that will be valued by students of various learning styles in order to address the four stages of Kolb's learning cycle. However differing from past literature the authors posit that elements relating to all of the learning stages can be implemented non-sequentially as well as sequentially within the dimensions of Kolb's model. Furthermore, awareness should be heightened to offer diverse assignments at least at the class level, if not at the program level, to avoid incongruence between students' learning styles and academic assignments. Incongruence of this nature may result in lower academic performance and lower student adaptation (Kolb 1981); both of which are in direct opposition to the revised AACSB standards which encourage impact and engagement. In order to reach these objectives, the authors have outlined various marketing assignments that were designed to have components to stimulate participation among students with various learning styles in order to stimulate thought for future marketing assignments.

Appendix A: Marketing Experiential Assignments*

Number	Experiential Activity	Primary Learning Stages/Learning Styles
1	Research references for a paper.	AE- RO/3-4
2	Conduct individual retail store visits.	AC-RO/4-2
3	Interview an industry expert.	AC-RO-CE/3-2-4
4	Create an advertisement, product prototype, or press kit.	AC-AE-CE/ 3-1
5	Conduct primary research.	AE- RO/ 3-4
6	Create a Facebook page and identify effectiveness measures.	AC-AE-CE/3-1
7	Conduct group retail visits and brainstorm.	CE-RO/2
8	Identify Marketing Strategies in the media.	RO-AC/4
9	Attend a career skill-building seminar or event.	AC-AE-RO/4-3
10	Analyze First Mover Advantage in an emerging market.	RO-AC/4
11	Watch an international business program and analyze marketing strategies.	AE-CE/1-3
12	Interview someone whose first language is not English.	AC-RO/4-2
13	Observe consumer behavior in situation and reflect on the observation.	AC-AE-RO/4-3
14	Take the VALS survey and reflect on results.	AC-AE-RO/4-3
15	Watch a television episode of Shark Tank and analyze effectiveness of pitches and responses.	AC/3-4

*Details for the above assignments are available from the authors.

Key:

Experiential Learning Stages	Learning Styles
CE = Concrete Experience	1 = Accommodating
RO = Reflective Observation	2 = Diverging
AC = Abstract Conceptualization	3 = Converging
AE = Active Experimentation	4 = Assimilating

References Available upon Request

COLLEGE STUDENTS' PREFERENCES FOR A GROUP GRADING METHOD

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Abstract

One factor that could have a major impact on students' reaction to a group project is the manner in which the individual grade is determined. Unfortunately, very little is known about students' attitudes toward group grading systems. The purpose of this study is to determine college students' attitudes toward three distinctly different methods for determining an individual's grade on the group project. Two of the methods are commonly used: they are the Group Grade Method (GGM) (i.e., everyone on the team earns the same grade) and the Peer Evaluations Approach (PEA) (i.e., high or low peer evaluations are used to adjust a group member's grade upward or downward, respectively). The third method, the Segment Manager Method (SMM), is a relatively new group grading system (Dommeyer, 2012). It requires that the instructor divide the project into five- and ten-point segments, and each team member assumes primary responsibility for several of the segments such that the workload among the teammates is relatively equal. Each segment manager may enlist the help of the other teammates to complete the assigned segments. Once the project is complete, two grades are calculated: a "segment grade" that represents each individual's grade on his/her managed segments; and a "project grade" that represents the group's grade on the project. Each group member's project grade is then determined by calculating the weighted average of the individual's "segment grade" (80% weight) and "project grade" (20% weight).

A four-page, self-administered questionnaire was used to ask college students about their attitudes toward the GGM, PEA, and SMM. The questionnaire began by asking whether the respondent had ever worked on a group project in a college class, and those respondents who had not been exposed to a group project were eliminated from analysis. Those who had previous experience with one or more group projects were then asked to answer several questions about their last group project, e.g., their team size, the type of group grading system that was used, and whether they had to deal with any slackers. Next, the questionnaire informed the respondents that they would be asked questions about three group grading systems, and definitions for the three grading systems were provided to them.

The survey results revealed that students prefer a group grading procedure that assesses and rewards individual contributions on the project (either the PEA or SMM). Moreover, the study found that higher GPA students are more likely than lower GPA students to prefer a grading method that holds individuals accountable for their work.

Although students have a preference for group grading methods that focus on individual efforts – either the PEA or SMM – many professors continue to use the GGM. The popularity of this method is no doubt due to its simplicity – it is easy for professors to apply and easy for students to understand. But if professors want to appeal to their students, deter social loafing, and generate more accurate grades, they should use a group grading system that accounts for individual efforts. Future researchers might consider surveying professors to determine why some of them steadfastly utilize the GGM despite its limitations. Perhaps professors need to be educated on the advantages of using group grading methods that are more discriminating.

References Available upon Request

THE IMPACT OF IMPLICIT THEORIES ON STUDENT PERFORMANCE ON DIFFERENT TYPES OF ASSIGNMENTS

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Abstract

This paper looks at the influence of student implicit theories on student achievement on different types of graded assignments, papers which are more active learning and in-class exams which are more passive learning. Personality of students has an impact on their academic achievement. One aspect of personality that has been examined is learning style. Learning styles are a student's accustomed or preferred ways of thinking, processing of information and acquiring knowledge about a particular topic in their studies.

Some students study according to an agentic style, preferring passive learning such as memorization and fact retention where as others prefer more holistic elaborative processing to aid in understanding (Schmeck & Ribich, 1978; Schmeck, Ribich & Ramanaiah, 1977). Learning styles can impact on the types of classroom assignments that students prefer (Ackerman & Hu, 2011) and they can also have an influence on student achievement (Lockhart & Schmeck, 1984).

Dweck (2000) reported that there are two frameworks for understanding intelligence and achievement. The first view is the theory of fixed intelligence or entity theory which states that intelligence is a fixed trait and is portrayed as an entity that dwells within an individual and it cannot be changed (Bandura & Dweck, 1985; Dweck & Leggett, 1988). Based on this theory, students can worry about much of this fixed intelligence they and their group members have because if they do not have enough of this trait, then the capability and potential for achievement and success are limited.

Individual performance in a marketing course can be directly impacted by a student's implicit theories. Students who have a malleable theory of intelligence and abilities do better academically than those who have a more entitative or fixed view of intelligence and abilities (Dupeyrat & Marine 2004). This occurs not just on any particular assignment or exam but can occur over a period of years in a student's academic career (Blackwell & Dweck 2007). Intervention, in the form of training to help students to form more malleable views of their abilities, can help students to improve their academic performance over time (Yeager, Johnson, Spitzer, Trzesniewski, Powers & Dweck, 2014).

This study extends this literature by looking at the differences student implicit theories make on student performance on exams versus assignments that are done outside of class. Exams are passive learning, which means that students must prepare beforehand and memorize facts. On the other hand, out-of-class assignments require a degree of active learning and perhaps creative or analytical thinking. Is it possible that exams create the kind of stress that would lead students who hold entity theories to do less well, but that out-of-class assignments especially if they are active learning in nature, allow entity theorists to do as well or perhaps even better than incremental theorists? This exploratory field study examines this possibility.

Students were given extra credit to fill out an in-class survey regarding their perceptions of regarding how fixed or malleable they felt student abilities were. Scores were then recorded for each of the students, names were kept anonymous. Students were then given a written memo, a 2 page report, a quiz, and a case write up over the course of the following few weeks. All of the assignments had very specific and objective grading criteria. Results suggest that performance on a quiz varied by implicit theories held by students, but that other types of assignments do not.

The results of this study are interesting not so much for its significant results, but for what was not significant. The implicit theories of students did not seem to have an impact on their performance on any of the active-learning assignments. The results were not even close as in directional but not significant so that a larger sample size would make them significant. By contrast, the effect of implicit theory on quiz was significant and it was a fairly large effect. Those with entitative views on student abilities, that they were fixed, performed worse than those who had incremental views that these abilities were malleable.

The take away for marketing instructors is that active learning assignments, perhaps out of class assignments, may be a fairer way to assess students in their classes. Students who are entity theorists are more concerned with image-management and perhaps more concerned with "blowing it" in a one-shot exam. Marketing instructors could create courses in which more of the grade is comprised of active learning assignments that are more flexible, utilize a variety of sources, and is done on the time schedule of the student. This will reduce the pressure over a large percentage of their grade being decided in a one or two hour exam, reducing anxiety and the impact on their self-image.

References Available upon Request

MODELING THE ANTECEDENTS AND OUTCOMES OF RAPPORT

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Modeling the Antecedents and Outcomes of Rapport

Rapport refers to when two people “click”. While business education researchers have begun to study rapport, most past research has principally focused on students’ perceptions of rapport. Until recently, faculty perceptions of rapport had never been studied nor contrasted with those of students. Understanding this is critical as rapport between faculty and students can improve learning and bestow other positive student and faculty benefits (i.e., Frisby & Martin 2010; Meyers 2009; Starcher 2011; Wilson et al. 2010). Employing qualitative research, Granitz et al. (2009) uncovered faculty’s views of the antecedents and outcomes of rapport between faculty and students. Based on the results of this study, a faculty-student model of rapport was developed (but not tested). This model predicts that Mutual Openness, Respect, Caring and Homophily factors serve as antecedents to rapport. These antecedents are predicted to result in four outcomes, including Enhanced Learning, Motivation to Learn More, Extra Faculty Attention and Relationship Effectiveness. A limitation of this past research lies in the use of qualitative data and convenience sampling.

Employing surveys of business students, the present study empirically tests the model presented by Granitz et al. (2009). Building on this prior qualitative research and past research findings the following hypotheses were derived:

> H1: A higher level of perceived openness will lead to a higher level of perceived rapport
>
> H2: A higher level of perceived caring will lead to a higher level of perceived rapport
>
> H3: A higher level of perceived respect/approachability will lead to a higher level of perceived rapport
>
> H4: A higher level of perceived homophily will lead to a higher level of perceived rapport
>
> H5: A higher level of perceived rapport will lead to a higher level of perceived motivation to learn more
>
> H6: A higher level of respect will lead to a higher level of extra faculty attention
>
> H7: A higher level of perceived respect/approachability will lead to a higher level of perceived better relationship
>
> H8: A higher level of perceived rapport will lead to a higher expected grade for the student

Methodology & Sample

To test the hypotheses, structural equation modeling was employed and multi-item measures developed for each construct. Based on the results of the qualitative research and previous literature, the measures were modified using the following pre-existing scales: Openness (Wheeless and Grotz, 2006), Caring (Granitz et al. 2009; Hughes 1992), Respect (Porter, Wrench & Hoskinson 2007).), Homophily (McCroskey, McCroskey, & Richmond, 2006), Rapport (Gremler & Gwinner, 2000), Motivation to Learn (Tuan, Chin and Shieh 2005), Extra Faculty

Table 1: CFA - Standardized Loadings and Validity and Reliability

Construct and Scale Items	Standardized Loading	Composite Reliability	Average Variance Extracted	Maximum Shared Variance
Respect/Approachable		0.919	0.790	0.213
My professor respects me	0.832			
My professor is courteous	0.965			
My professor is friendly	0.974			
Accepts my differing opinion	0.947			
Openness		0.964	0.901	0.027
My professor is open about his/her beliefs	0.914			
My professor is honest	0.883			
My professor has clear communications	0.945			
Caring		0.952	0.869	0.298
My professor really cares if we learn from him/her.	0.822			
Students matter to this professor.	0.941			
My professor cares for his students.	0.935			
Homophily		0.903	0.756	0.011
My professor has the same ethnicity as me.	0.809			
My professor and I had a similar life growing up	0.951			
My professor and I are from a similar geographic region	0.844			
Rapport		0.941	0.801	0.242
I click with this professor	0.822			
I feel like there is a connection between this professor and I	0.927			
I care about this professor	0.789			
This professor has taken an interest in me	0.927			
Motivation to learn more		0.924	0.802	0.233
I learned a lot from this professor	0.807			
I learned more in this class than other classes	0.960			
When I find course content difficult, I try and learn it	0.907			
When I make a mistake, I try and learn why	0.760			
Extra Faculty Attention		0.937	0.833	0.653

My professor will help her/his students achieve their professional goals after they graduate.	0.890			
My professor goes the extra mile to help/his/her students succeed.	0.974			
My professor provides career advice.	0.873			
Relationship Effectiveness		0.937	0.832	0.298
I think the time and effort that I spent developing and maintaining this relationship was very worthwhile	0.890			
During this course, my professor fully carried out his/her responsibilities and commitments to me	0.876			
Throughout this course, I was very satisfied with my relationship with the professor	0.951			

Attention (Granitz et al. 2009), and Relationship Effectiveness (Ruekert & Walker, 1987). Expected grade was measured by asking the students who filled out the questionnaire their current grade in the course.

A sample of 276 students was drawn from a major Western, Southwest and Midwest Business School. All were undergraduate students taking upper division courses. The data was collected in the last quarter of the course; we wanted to ensure that students had a chance to develop rapport with the faculty.

Analysis

To analyze the results, we followed a two-step approach. First, we tested a measurement model to describe the relationship between the indicator variables and the latent factors. Confirmatory factor analysis (CFA) was conducted using AMOS. It is an appropriate methodology as all of the scales were pre-existing scales. CFA allows us to work with reliable causes and effects within the structural model. Second, we tested a structural model, describing the relationships between the latent variables. As some of the variables are single indicator variables and others are multiple indicator variables, this is a nonstandard model (Bentler, 1989).

Confirmatory Factor Analysis

Before proceeding with the CFA, data was validated for missing values, the absence of multicollinearity, and the presence of normal distributions (i.e., kurtosis and skewness within allowable tolerance limits). Sample size was within acceptable levels for testing for close fit (MacCallum, Browne and Sugawara, 1996; Ullman, 2006). All factor unit variances were set at 1 and covariances were estimated for every pair of latent factors. No model identification problems were found; consistent parameter estimates were analyzed with different starting values.

In evaluating measures of fit, several statistics were consulted. The chi-square provides a measure of fit, and the p-value should be above .05. In this case, our p-value is .000. In CFA, using large samples, large models and real world data, the chi-square value may be significant, even if the model provides a good fit (James et al., 1982; Tanaka, 1993). Thus, other measures of fit were examined. First the chi-square/df ratio is 1.5, below the recommended 2. Second, the AGFI is .880, above the critical .80, though also sensitive to sample size (Joreskog and Sorbom, 1984). Third, the NFI is .96, above a critical .90 (Bentler & Bonett, 1980). Fourth, with an RMSEA of .048, the model is considered a good fit (MacCallum, Browne and Sugawara, 1996);

Table 2: Summary of Hypotheses

Hypothesis	From	To	Model Support	Estimate	p Value
1	Openness	Rapport	Yes	0.24	.000
2	Caring	Rapport	Yes	0.47	.000
3	Respect/Approachable	Rapport	Yes	0.41	.000
4	Homophily	Rapport	No	0.02	0.438
5	Rapport	Motivation to learn more	Yes	0.63	.000
6	Rapport	Extra faculty attention	Yes	0.51	.000
7	Rapport	Relationship effectiveness	Yes	0.39	.000
8	Rapport	Expected grade	Yes	0.31	.000
Non-Hypothesized Relationships					
9	Caring	Extra Faculty Attention	Yes	0.32	.000
10	Caring	Motivation to Learn More	Yes	0.29	.000

the RMSEA is the most popular measure of fit. PClose is greater than .05 at .446 (Kenny, 2014) and the CFI is .974, above the .93 threshold (Byrne, 1994). Overall, the fit can be described as good.

Other testing checked for composite reliability, convergent validity and discriminant validity. Tests for common latent factors and common method bias showed that the data did not exhibit either. Table 1 shows the standardized loadings, composite reliability, average variance extracted and maximum shared variance.

Structural Model

Similar to the CFA model, in evaluating measures of fit, several statistics were consulted. The chi-square/df ratio is 1.8, AGFI is .933, NFI is .96. At an RMSEA of .055, the model is considered a good fit (MacCallum, Browne and Sugawara, 1996). PClose is .352, and CFI is .983 (Byrne, 1994). Further testing demonstrated composite reliability, convergent validity and discriminant validity. Tests for common latent factors and common method bias showed that the data did not exhibit either.

Results

Table 2 shows the Summary of Hypotheses. Figure 1 demonstrates the factor loadings. Openness, Caring and Respect were significant antecedents of Rapport. Caring had the highest factor loading (.47). Homophily was not a significant predictor of Rapport. As an antecedent, Rapport predicted Extra Faculty Attention, Relationship Effectiveness and Expected Grade. Of note, the strongest effect was for Motivation to Learn. Some results that were not hypothesized include Caring as a direct predictor of Extra Faculty Attention and Motivation to Learn More.

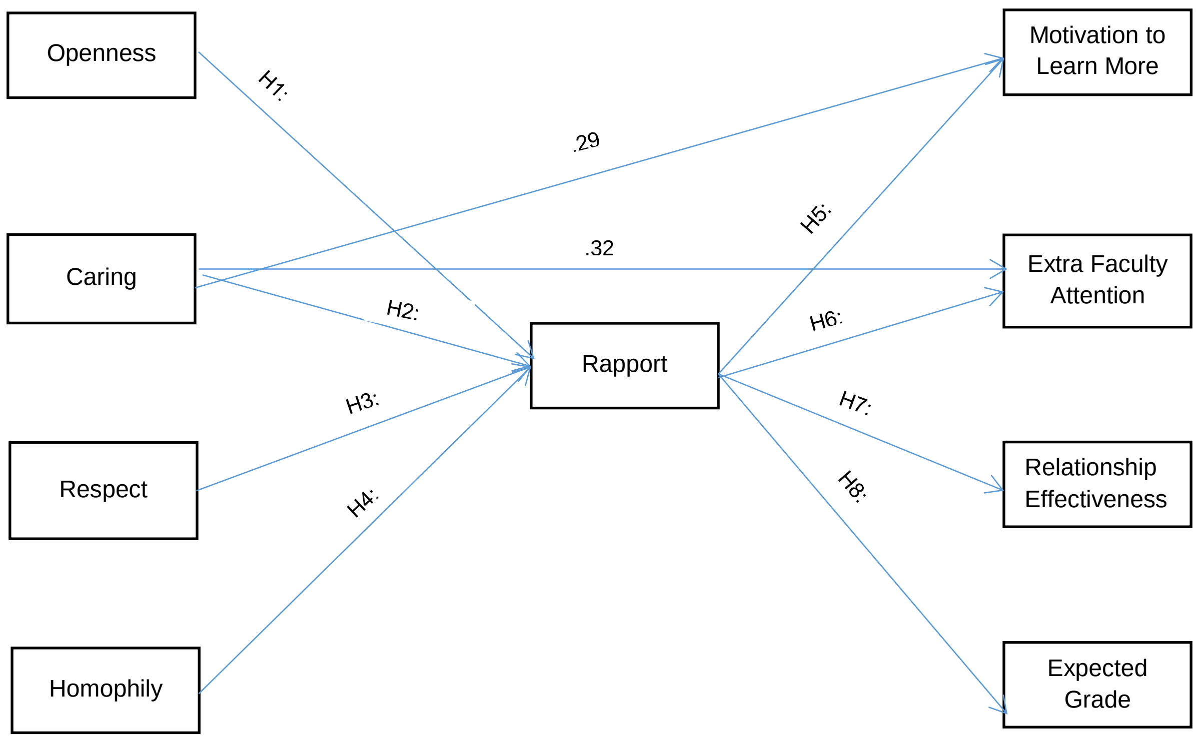

Figure 1: SEM: Hypotheses and Results

Discussion

This research extends our current knowledge of how faculty-student rapport is created in the classroom, as well as the outcomes that result from rapport as perceived by undergraduate students. We had good model fit and all of our hypotheses were supported, except for the relationship between Homophily and Rapport.

Interestingly, the strongest outcome found resulting from positive faculty-student rapport was students' Motivation to Learn More, while the weakest relationship was between Rapport and Expected Grade. This is a refreshing result – by building high levels of rapport with students, professors may be able to shift the focus away from grades and instead place it on the core benefit of getting a college degree – learning. Of course, increased motivation to learn will likely result in an increase in actual learning, which should subsequently improve students' grades. Alternatively, students may try and cultivate rapport with the professor when they are not doing well in the course.

The second strongest outcome of good rapport was the perception of receiving Extra Faculty Attention beyond the experience in the classroom. This is important for faculty to understand in that building positive rapport may lead to increased expectations that the faculty member serve as a mentor after the class is over. If this relationship is not manifested (the faculty member ignores emails or is not willing to meet with the student after the end of the course), the relationship between the student and the university might be impacted in a negative way. In an environment where universities (especially public universities) are increasingly dependent on monetary gifts from alumni, it is important to maintain the student-professor relationship after the end of the course if the student initiates contact.

In terms of initially building the rapport that will lead to the above outcomes, the strongest predictor of Rapport was Caring, followed closely by Respect. These results are interesting in that the professor can achieve high levels of rapport by simply making an attempt to convey a respectful and caring attitude toward each student. This is not something that necessarily demands a lot of extra time or effort from the faculty member. By simply treating each student as an individual, such as being friendly before and after class and engaging in meaningful discussions about students' lives, faculty can improve the overall student experience in the classroom.

This research study also resulted in some unexpected findings. First, we hypothesized that Homophily between the professor and the student would lead to a higher level of Rapport; however, the results of our study do not support this hypothesis. Our Homophily scale included three items measuring similarity including ethnicity, similar experiences growing up, and being from the same geographic region. It is possible that Homophily does in fact drive increased Rapport, but the scale that we used to measure this construct did not capture the "right" type of similarity. Perhaps similarity in age, gender, style of dress, leisure activities/hobbies, etc. are more important components of Homophily in terms of building Rapport. Another possible explanation for our failure to find a relationship between Homophily and Rapport could be the inability of the students to determine if homophily existed with their professor. For example, if faculty do not disclose their experiences growing up and/or the geographic region in which they grew up, students will not be able to determine if homophily exists. Alternatively, there simply may not been homophily between the faculty and the students.

Second, two unexpected relationships were uncovered that we did not hypothesize. Specifically, we found a direct relationship between Caring and Motivation to Learn More; we also found a direct relationship between Caring and Relationship Effectiveness. Future research could be conducted to more fully flesh out the nature of the relationship between Caring and these outcomes. However, at this point it is important to note that the direct impact of Caring on these two outcomes reinforces the previously discussed importance of faculty being perceived as truly caring for their students. By focusing on just this one factor, professors can increase students' Motivation to Learn More and their perceived Extra Faculty Attention both directly, and indirectly through increased Rapport.

In summation, this research provides information that is consistent with the qualitative research: Rapport can be used by faculty to create more positive outcomes for students. Future research can test which methods of creating rapport work best. For example, what is the best way to show students that faculty care? Additionally, researchers can study the outcomes of student-faculty rapport for faculty.

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USING COMPRESSED TIME AS A DETERRENT TO CHEATING IN ONLINE EXAMS

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Abstract

The delivery of computer-based assessments, such as exams and quizzes, is growing. However, research suggests that students consult outside sources when completing exams and tests online. One deterrence method – limiting time for un-monitored exams – can be implemented in most learning management systems. Yet there is little is known about the performance consequence of using time as a deterrent. Our research question goes beyond understanding the relationship of completion time and average exam scores. Rather, we are interested in whether completion time differentially affects students, particularly high or lower performers on an exam. If there is a detrimental impact on exam performance, then faculty should cautiously use time as a deterrent. However, if there is no performance impact across the distribution of exam scores, then there is support for using test time as a deterrent to using outside help in un-monitored, computer-based exams.

Position Paper

The delivery of computer-mediated exams is growing. A google search quickly reveals that computer-based tests are a concern across universities and among educators. Whether the exam is for an online, blended or flipped class, computer-mediated technologies and web-based learning management systems have created a challenge for faculty: How do we create online exams that assess student learning without compromising academic integrity? This challenge is especially pertinent to objective-type knowledge exams that assess conceptual foundations of a discipline, a common practice in business classes such as introductory marketing.

There is considerable evidence that students are cheating in online tests and quizzes (e.g., Oliverio, 2013; Turner, 2005; Young, 2012). Before online testing became prevalent, Whitley (1998) reported that 43% of college students cheat on exams. In an online era, the estimate appears to be larger. In a recent survey university-level paralegal and business classes, 77% indicated that they used an open book during an online exam at least once (Jones, Blankenship, & Hollier, 2013). Even more recently, 96% of business students admitted to cheating in at least one instance while taking an online course (Gaskill, 2014).

Moreover, recent evidence suggests that students who complete online exams perform better when they are allowed to take longer to complete it. In a review of unmonitored online exams, Olivero (2011) found that students who take longer to complete unmonitored online exams also score higher. In tests of political knowledge, respondents who admitted to receiving outside help performed better than those who did not (Boster & Shulman, 2013). This recent literature is in sharp contrast to the literature of a decade or two ago, when authors generally concluded that there is there was not a clear performance benefit with extended exam time in university courses (e.g., Armitage, 1999; Tindal & Fuchs, 1999). However, the results of the latter studies are based on very different test-taking conditions – monitored pencil & paper tests, rather than unmonitored computer-based exams.

Concern for the integrity of online assessment has led to a variety of deterrence recommendations. Small testing windows, human proctors, video proctoring, answer shuffling, randomized pools, deep test banks, and browser lock-downs are among common recommendations (e.g., Michaels & Williams, 2013). More recently, there has been progress in testing forensics as a method of detecting online exam cheating (Simpson & Yu, 2012; Young, 2012). Many studies conclude that proctoring is the only definitive way to address integrity concerns. However, it appears that few institutions require proctoring for fully online classes, perhaps because no deterrence method is without cost or administrative burden. Unfortunately, little is known about the effectiveness and consequences of using different deterrence methods in online testing.

Is a time limit on unmonitored, computer-based exams a reasonable deterrence method? If the exam is taken online in an un-proctored setting, students using outside help have a trade-off dilemma to resolve (Cluskey, Ehlen, & Raiborn, 2011). Of course, this technique is expected to be unpopular with students. However, what is unknown is the unintended consequences of time limits on computer-based exams, such as whether it would differentially advantage or disadvantage students. Our research question can be stated as the following:

Does the time students take to complete computer-based tests differently affect students with lower scores than students with higher scores?

In other words, is the relationship of completion time with exam performance different across levels of exam performance? Our question goes beyond understanding the conditional mean, or average exam score in computer-based exam. Instead, we are interested in a more comprehensive understanding of the effect of completion time on the range of test scores.

Results of the study could be used to determine the viability of using compressed test time as a deterrent in un-proctored online exams. For instance, if test time differentially advantages some students or disadvantages other students, then faculty should be cautious in the use of time as a deterrent. However, if time does not have a different impact, then using time as a deterrent remains a viable method.

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THE *YOUTUBE* PROJECT: UNLEASHING CREATIVITY AND EMPOWERING STUDENTS

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Creativity has been a topic of interest in education for a long time and has received a lot of attention recently in the business press (Seelig, 2012; Sawyer, 2013; Kelley and Kelley, 2013; Gelb, 2014). Academically, and more specifically in marketing, there has been a call from around two decades to teach creativity throughout the marketing curriculum (Ramocki, 1994). Yet, creativity is still not taught much or encouraged.

The YouTube project was a project assigned to undergraduate students taking their first course in marketing (principles of marketing) to encourage creativity and learning. The project was performed in two phases. In the first phase, student teams were required to create a video that helps explain a topic, concept, or chapter on marketing in a creative way. The second phase involved uploading all the videos on a YouTube channel[1] (created for the project's purpose) and a competition was launched publicly online which ran for 5 days. The teams were encouraged to market their videos in any way they liked. The videos that received the highest views and likes received a bonus[2]. The YouTube project was run for two semesters and a total of 23 videos were uploaded in the YouTube channel.

To better assess the impact on students, a study was conducted using focus groups. The focus groups were conducted with the winning teams of the YouTube competition. Students were asked to participate on a volunteer basis and a total of 5 focus groups (5 teams) were conducted[3]. The focus groups lasted between 1:17 hours to 2:49 hours. Each focus group had between 3 to 4 team members. The focus group sessions were digitally audio recorded and later transcribed.

The study showed that the YouTube project helped unleash creativity and empower students. Creativity was unleashed through the process of transforming marketing knowledge to video content, which was found as a challenging yet exciting endeavor. Perhaps even more importantly, the YouTube competition was a unique first time exposure for the students to the "real" online world of marketing resulting in what seemed like a lifetime unforgettable experience.

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[1] YouTube Channel: http://www.YouTube.com/user/tasweeeging/videos?sort=p&view=u

[2] The first place team received 5%, second, and third places received less.

[3] It is important to note that the focus groups were conducted 5 months or more after the project and course was completed.

TEACHING LARGE LECTURE CLASSES: AN EXPLORATION INTO A HYBRID ONLINE LEARNING ENVIRONMENT

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On-Line Friday Assignments: Objective and Goals

This study is focused on exploring the effectiveness and success of utilizing on-line content within a large introductory marketing class for non-business majors at Cornell University. During the 13 week semester, 7 lectures will be replaced with an on-line exercise. Instead of attending class a quiz is administered through blackboard covering 1 to 2 chapters. The purpose is to offer students 1) an alternative to attending class (on 7 Fridays during the semester), 2) "forced" incremental studying in preparation for their midterm and final exam and 3) the opportunity for another grade in the class (this counts for 15% of their course grade).

Description of On-Line Assignments

Each on-line assignment consists of 16-20 varied types of questions including true/false, multiple choice, fill in the blank and matching. Quizzes may cover 1 – 2 chapters in the textbook as well as material covered in lecture. Quiz questions were derived from either the test bank from the class textbook (MKTG8, Cengage Learning, 4LTR Press) or were original questions developed from class lectures and readings. Quizzes are available for students to complete for 7-8 days. The quizzes are launched on a Monday and for the first two quizzes were due on the next Sunday by the end of the day. This was problematic because often students took the quiz late on Sunday evening and if they had problems I was not available to assist them (I was sleeping!). To remedy this for the remainder of the quizzes the due day/time was extended to the next day (Monday) at 6:00 pm. There have been no problems since that adjustment was made.

For all quizzes the questions appear in random order. Furthermore, for the last two quizzes questions appear "all at once". Initially they were set to appear "one-at-a-time" however this created problems for the students who wanted to go back and check a question or who wanted to try to take all "like" questions at the same time. Further, it appeared to cause blackboard to freeze when students tried to "go back" in search of previous questions.

The quizzes are set up for "forced completion." A specific amount of time is assigned for each quiz. Once that time is used up the quiz is automatically submitted. Initially the first quiz was set for 30 minutes however students felt that was not enough time. Following the first quiz the time was increased to 40 minutes.

For the first two quizzes students were allowed to take the quiz once. An option exists to allow for multiple attempts. For each of the first two quizzes there were about 10-12 students who encountered "technical" problems and their quiz was submitted before they were done. This may have been student and/or technical error. During the second quiz there was a blackboard malfunction and many students had their work submitted before they completed the quiz. As a result of these problems for the third and subsequent quizzes students were allowed to have 2 attempts to take the quiz with the highest grade earned becoming their grade for that quiz. After this adjustment there were no "problems" with premature submissions for the third and fourth quiz. It is accepted that students will corroborate with each other while taking the quiz.

Preliminary Survey Results

Two surveys will be administered during the semester. The first was administered after they completed three on-line assignments and their midterm and the second will be administered at the conclusion of the semester. Of the 398 students in the course, 376 completed the October

Table 1: Specifics and Results of Each Quiz

Quiz Dates	Amount of time allocated	Avg. time taken/ student	Type of questions	# of attempts/ Quiz	Questions appear all at once	Average grade	Median grade
9/6/14	30	27	Multiple choice	1	No	72	75
9/19/14	40	27	Case study with multiple choice and T/F questions	1	No	78	80
9/26/14	40	13	T/F	2	Yes	96	100
10/24/14	40	NA	T/F, Matching, Fill in the blank	2	Yes	99	100

survey which was administered through blackboard and contained 12 questions. The profile of students as reported in the survey is as follows:

Year of Students	Self-Reported Grade-to-date	Reason For Taking The Class	Location Where the Quiz Was Taken
• 48% sophomore • 30% junior • 21% senior • 1% other (freshman are not permitted in the course)	• 31% 90-100% • 49% 80-90% • 16% 70-80% • 4% below 70%	• 68% required for the University-Wide Business Minor • 4% for their major • 24% interested in marketing • Other 4%	• 83% using Wi-Fi in their dorm/apartment/on campus • 3% plugged directly into the internet at dorm/apartment • 112% on a library computer • 2% other

Summary of Survey Results

- 77% of students “strongly agreed or agreed” that the information on the quiz related to the information in the reading and lectures
- 49% “strongly agreed or agreed” that the wording of the quizzes was sufficient to properly answer the questions, 24% either “disagreed or strongly disagreed”

- 62% “strongly agreed or agreed” that the on-line quizzes helped them prepare for the midterm, 26% were “neutral” while 11% either “disagreed or strongly disagreed”
- 60% either “strongly agreed or agreed” that the quizzes tested and expanded their understanding of marketing while 27% were neutral
- 78% either “strongly agreed or agreed” that Blackboard was easy to use then accessing the quiz
- 69% either “strongly agreed or agreed” that they preferred the on-line Fridays in lieu of class, 14% were neutral and 15% either “strongly disagreed or disagreed”

Thoughts to Date

Initially students were not adequately prepared for the quizzes. Many students took the quizzes with “unreliable” internet connections which caused premature submission. Blackboard had a malfunction during one of the test times which caused prematurely submitted quizzes. When setting up the quiz on blackboard the rules which govern when the student can see the finished quiz and correct answers are not clear to the user and caused minor hiccups.

Preliminary results are positive but do point to some potential modifications such as 1) improving wording on the quizzes, 2) aligning the quizzes closer with the types of questions on the exams, and 3) focusing the questions on the “biggest” marketing concepts so that students feel their mastery of marketing content is further strengthened by participating in the quizzes.

CAN ANY MARKETING INSTRUCTOR TURN CASE STUDIES INTO A GAMIFIED EXPERIENCE FOR STUDENTS?

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Abstract

Marketing educators often use case studies as it is a form of experiential learning (Alexander et al, 1986; Gray et al, 2012). However, successful case-study teaching requires students to be prepared (Crittenden et al, 1999). Yet, research shows that students are becoming more and more reluctant to reading assigned class material and their motivation is lower when teaching is done with traditional media (Hunter-Jones, 2012). Students have become the virtual generation who plays games every day and games can keep them motivated several hours at a time (Proserpio and Gioia, 2007; Squire & Jenkins, 2004; Squire, 2003 and Gee, 2003). But the development of teaching games is costly (Zyda, 2005; Burgos & al., 2007).and instructors are reluctant to use games that have been developed by others as they rarely completely match their expectations and teaching styles (Bain and Mc Naught; 2006, Proserpio and Gioia 2007).

A method was developed to gamify case studies in the virtual world of Second Life (SL) (Emad, 2011; Halvorson and Emad, 2012; Emad et al, 2013) using two simple scripts and a drag and drop technique, to turn static virtual objects into interactive objects able to give a piece of information, when students clicked on them. This method was tested on Australian and Swiss students, showing that the engagement and learning of students was enhanced compared to the paper-based case method (Emad, 2011; Halvorson and Emad, 2012; Emad et al, 2013).

In order to verify if marketing instructors, not familiar with SL and not particularly tech savvy, were capable of implementing this method on their own and if they felt that this approach was easy-to-use, a test was performed with a Marketing teaching assistant and with a Marketing Professor. This was measured through the 3 following indicators: 1) It will not take more than 60 minutes training, for them to be able to understand how to, and to implement, on their own, the case-study gamification method in the virtual world of SL. 2) They will perceive the workload related to adapting and implementing the case-study gamification method as acceptable. 3) They will perceive the cost related to adapting and implementing the case-study gamification method as low. This paper describes these two tests.

Conclusion

In this research, we wanted to test whether marketing instructors that are not familiar with SL would be able to go from a paper-based case study and build and implement it themselves in SL, to prepare, on their own, a gamified case study of their choice.

The first aim of this research was to check if it would not take more than 60 minutes training for educators to be able to understand how to build and implement, on their own, a gamified version of a case study in the sandbox virtual world of SL. A first test with a teaching assistant showed that a 40 minutes training was sufficient for the teaching assistant to complete the gamified case-study. Apart from that, there were a few check and validation sessions, which correspond to what any professor normally does with a teaching assistant. A second test with a full marketing professor showed that it took overall 33 minutes to train the professor to perform the key tasks needed to build a gamified case study. Consequently, both case studies proved that indeed, with less than 60 minutes training, 2 separate marketing instructors, otherwise not familiar with SL, were able to understand how to build and implement on their own, a gamified case study.

The second goal of this research was to verify if the workload related to adapting and implementing the paper-based case study into a gamified case study would be perceived by the educators as acceptable. This question was not directly addressed with the teaching assistant because he had a lot of fun working on this project and therefore appeared to not only consider this workload as acceptable but even as enjoyable and certainly worth the effort. Regarding the Marketing professor, this question was specifically discussed with her and led to the conclusion that indeed, the workload to build and implement a gamified case study was perceived as acceptable, as it was anyway an investment, since a same case study could be run several times. And eventually, it would be possible for a marketing professor to require the help of their teaching assistant to work on such a project.

Lastly, the third aim of this research was to assess if the cost related to adapting, building and implementing the paper-based case into a gamified case would be perceived by the educators as low. The marketing professor clearly stated that she found that adapting and implementing the gamified case study in SL appeared to her as inexpensive. Man-hour costs were not taken into account since, as according to what was explained by the marketing professor, the time spent on the implementation should be considered as an investment, because the same case study could be re-used several times.

Hence, these two tests hint that any marketing instructor could be capable of gamifying a case study in the sandbox virtual world of SL, even those well in their forties, not particularly technically savvy, with no prior gaming affinity and with no prior knowledge of virtual worlds.

Further Research

This research was limited to the field of marketing, however, the method itself is not specifically correlated to the marketing subject and as such, could be transposed to cases pertaining to other disciplines. Such off-the-shelf cases exist for other subjects and it would be interesting, in further research, to apply this method to other areas of business education. The first 2 areas that would come to mind would be on one hand strategy, as the case studies in that area are quite close to marketing cases. The other one would be anything related to organizational behavior and leadership. Attempts could also be done in fields less experienced with the use of cases for teaching, such as accounting, statistics or economics.

Recent development in the area of virtual worlds and virtual reality provide us with new, more immersive tools for gamifying case studies, which might enhance the feeling of presence experienced by students. Virtual reality headsets such as the Oculus Rift, which has been recently purchased by Facebook for 2 bn USD, are compatible with SL and it would definitely be worth trying to pursue this research by conducting it with the inclusion of the Oculus Rift.

Lastly, in this research, the marketing assistant and the professor both tried implementing this method only once. It would be interesting to ask other instructors to try implementing the method several times in a row to check if there is a learning curve making instructors more efficient and more effective at each run.

References Available upon Request

THE IMPACT OF PERCEIVED INSTRUCTOR ENGAGEMENT ON STUDENT PERFORMANCE IN ONLINE COURSES

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Abstract

This paper addresses a timely topic: Do students' perception of the level of instructor engagement in online courses impact students' final grades in online courses? A thorough review of the literature finds a number of ways to enhance positive perceptions by students in an online class. In addition, previous research shows an expected grade can impact student evaluations of faculty. This study utilizes data from two distinct course sections of the same class, in which the same faculty member had already employed two types of feedback to determine significant differences on students' perceived engagement (Trumpy & Portolese Dias, 2013). After data collection, this recent study utilized a one-tailed t-test to determine if a significantly high level of students' perceived instructor engagement also had a positive impact on student performance (final grades), as distinguished between two sections of the same course. The results were very close to significant, at $p= 0.05154$.

Introduction

The focus of this research is to determine if student perceptions of faculty engagement positively impact student final grades, in the online class environment. Extensive research has explored what affects student satisfaction in online courses, how to measure student performance in online classes, and the relationship between expected grade and student evaluations. However, little research has been performed to measure if student perception of instructor engagement in an online class impacts the final grade of the student. The paper will first discuss the literature on this topic, address the purpose statement, research question, discuss the study methodology, and address the results.

Literature Review

This section will address literature available from a variety of courses on online course growth, factors affecting student satisfaction in online courses, and measurements of student learning in online courses. In addition, expected grades and student evaluation of instruction will be addressed.

Online Course Growth

According to a 2013 survey by Babson Survey Research Group, 7.1 million students in the United States are taking at least one online course. This is a 6.1 percent growth rate over the previous year. In fact, in a survey of chief academic officers, 69% stated online courses and programs are part of their long term strategy, (Babson Research Group, 2012). Because of this extreme growth over the last decade, understanding of how online classes, instructor engagement within the online class, and student success impact each other in the online environment is imperative to ensure student success in an online format.

Factors Affecting Student Satisfaction in Online Courses

Since it has been established that online courses can be the key to instructional strategy and growth, ensuring student satisfaction is an important consideration in online courses. Early research by Pascarella (1980) suggests the quality of student-faculty informal contact can create positive associations for students. Positive associations, for example, impact student attitudes toward college and their academic achievement. This early research can be applied to current research regarding instructor social presence in the online classroom. Social presence is defined as, “a measure of the feeling of community that a learner experiences in an online environment” (Tu & McIssac, 2002, p. 131).

Richardson and Swan report in a 2003 study that student perceptions of social presence impacted perceived learning, and perceived satisfaction with the instructor. In another study, clarity of course design, interaction with instructor, and active discussion among classmates also contributed to perceived learning and satisfaction within online courses (Swan, 2001). Research by Bolliger (2004) supports Swan’s (2001) earlier conclusion, in that student satisfaction with online courses is influenced by instructor variables, technical issues, and interactivity. Because social presence is deemed important in online learning and outcomes, understanding how faculty can measure student performance in online classes is another important aspect to address.

Lastly, a 2013 study by the authors (Trumpy & Portolese Dias, 2013) explored the impact of two types of instructor feedback on student satisfaction of the instructor. As measured by a standard student evaluation of instructor (SEOI) survey, administered after completion of the class, the study showed a significant difference (p= 0.048) in positive evaluation of instructor engagement, using personal feedback, plus a class-wide comment on assignments as a whole; vs. personal feedback on the assignments only. A second study in 2014 on this topic compared perceived instructor engagement using written versus audio feedback for group feedback. Inclusion of audio group feedback indicated audio feedback resulted in greater social presence, and therefore, greater perceived instructor engagement (Portolese Dias & Trumpy, 2014).

Measures of Student Performance in Online Courses

When rating learning outcomes in online education, 74 percent of academic leaders rated online courses the same or superior to traditional face-to-face courses, an increase from 57 percent in 2003 (Babson Research Group, 2013). In order to effectively measure learning outcomes, a number of researchers (Phipps, Wellman, & Merisotis, 1998), (Shea, Fredericksen, Pickett, Pelz, & Swan, 2001), (Hanson, at al., 1997) have addressed the need for variety in assessments, such as tests, written assignments, and projects. Research shows that individual feedback results in higher student satisfaction as opposed to group feedback only (Gallien & Oomen-Early, 2008), and timely, meaningful instructor feedback is important (Eom & Wen, 2006) can assist in achieving student learning outcomes in online courses. Despite these measures of student performance, actual grade received in comparison to student evaluations is an important question, addressed next.

Expected Grade and Student Evaluations of Instructors

Early research around grades and student evaluations shows students’ actual grade in a course has little or no relationship to the evaluation of the instructor or the course (Feldman, 1976). However, more recent research has found the opposite effect. For example, research by Greenwald and Gilmore (1997), suggests student evaluative ratings of instructors correlate positively with expected course grade. Similarly, research by Krautmann and Sander (1999) suggest grades do impact an instructor’s evaluation. Although expected grade can affect instructor evaluations by students, little research has been done to compare final student grades with increased perceived instructor engagement.

As the literature review suggests, the growth of online courses, factors contributing to student satisfaction with online courses, and the importance of measuring student success in online courses, all create a need to illustrate how students’ perception of online instructor engagement affects a students’ final grade in a course.

Purpose Statement and Research Question

The purpose of this study is to determine if student perceptions of instructor engagement affect student performance within online classes. Therefore, the research question is:

Does perceived instructor engagement positively impact final student grades in online classes?

Study Design

This is a re-visiting of the data from the authors' study mentioned previously (Trumpy & Portolese Dias, 2013). As discussed, the purpose of the original study was to determine if students rated the faculty member's perceived instructor engagement higher when receiving both personal and class-as-a-whole comments. Examples of class-as-a-whole comments included: feedback on common successes and mistakes, purpose of the assignment, and comments on application of the assignment. The control group received detailed feedback only on their individual assignment, and did not receive group-as-a-whole feedback.

The data was collected during the fall 2012 quarter at Central Washington University, using two class sections of ADMG 385: Business Communication students as the subjects of the data collection (n=47). The class section receiving both types of feedback was the experimental group, while the section receiving only the personal feedback on assignments was used as the control group. Both sample groups were taught by the same instructor, while using the same assignments through an identical learning management system (LMS).

After each quarter ended, the results of the student evaluation scores (Student Evaluation of Instructors: SEOI) were compared using an independent sample t-test (one-tailed), exploring the following instructor engagement measures:

#2: Instructor seemed genuinely concerned with whether students learned.

#5: Instructor was actively engaged in class.

#10: Instructor provided useful feedback on student work.

#11: Instructor provided timely feedback on student progress.

While the results of this initial study (Trumpy & Portolese Dias, 2013) showed positive differences in all four questions areas, a significant result (p= 0.048) appeared for question two, "instructor seems genuinely interested in whether students learned."

Methodology and Results

Given one group of students had significantly more positive feelings of instructor engagement with a combination of feedback types, compared to those who only received personal feedback, and the follow-up study testing the use of audio feedback versus written feedback, the authors chose to explore whether these two samples of students differ in the major learning outcome of final grades, as a factor of perceived instructor engagement.

Therefore, two samples of students' grades, represented by the high instructor engagement group receiving both assignment feedback types (experimental), and the group who received personal assignment feedback only (control), were compared using a one-tailed t-test.

Using the institution's letter grade to GPA point conversion (e.g. A=4, A-=3.7, B+=3.3, B=3.0, etc.), a standard one-tailed t-test was employed to determine the differences between the two samples. As shown in figure 1, the differences approached significance at the p= 0.05154, for a positive impact of students' perceived instructor engagement on final grades.

Figure 1: Experimental and control group significance

	Experimental Group	Control Group
n=	23	24
Standard Deviation	0.66553	1.19655
Standard Error	0.13877	0.24424
p=	.05154	

Possible Errors

Internal validity issues may stem from the four questions picked to reflect perception of student engagement in the 2013 study. Lack of variance in responses could also impact potential errors, since many of the responses on a 1-5 scale were a 5.

Additional validity issues could have occurred due to social desirability and feelings toward the instructor, in addition to the common confounding variables not controlled with convenience sampling in causal-comparative research findings.

It is questionable whether this study could be generalized over long periods of time, and the two classes studied may not be a representation of the general population. In addition, the impact of a fall quarter class could have affected the study.

Discussion and Recommendations

Combined with the lessons and outcomes from the positive “on-line environmental” impact on perceived instructor engagement, in giving both personal and class-wide feedback on each assignment, a principled argument exists in extending this positive impact to one of our most important measurements of student learning—final grades. While being very close to significant, the data shows that adding one additional level of assignment feedback to a class-as-a-whole, not only significantly increases levels of perceived instructor engagement (Trumpy & Portolese Dias, 2013), but can greatly influence student learning, in the form of increasing final course grades.

Therefore, instructors in the on-line environment would be wise to employ assignment feedback that includes both personal comments on individual assignments, and class-wide comments exploring the assignment’s application, purpose, and general class performance as a whole. Doing this should increase both student success, resulting in higher final grades and instructors’ positive impact on student learning. Finally, doing so can create greater perceived instructor engagement (Trumpy & Portolese Dias, 2013), resulting in a positive outcome for any instructor: higher student evaluations and student success.

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EXPLORING USER-GENERATED CONTENT AS AN EXPERIENTIAL EDUCATIONAL TOOL IN MARKETING COURSES

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Abstract

An important role in marketing education is to expose students to up-to-date techniques and tools needed to make them more successful. We propose a selective experiential learning approach that uses the exploratory research method of content analysis. Our primary aim is to address the call to blend conceptual knowledge with technical skills. The growth of social media, user-generated content (UGC) and social tagging continues to be a growing area of expertise for academia, marketing practitioners and students. As we look for avenues to incorporate these aspects of marketing education, applying useful tools such as social media analytics can pave the way providing students with cutting edge technology.

User-generated content (UGC) refers to media content created by users to share information and/or opinions with other users (Tang, Fang, & Wang, 2014). Because UGC is created and shared by users as opposed to the firm, it has the benefit of being perceived as credible and trustworthy (Mudambi & Schuff, 2010). Brand managers can easily access consumers' opinions, perceptions, and attitudes toward a brand by analyzing UGC. In the Web 2.0 age, consumers acquire product-related experiences from organic word-of-mouth and buzz created by social media. Nam and Kannan (2014 p.28) argue "the social tagging creation process is similar to the brand recognition or brand recall test." For example, consumers are given a brand-related cue (e.g. blog or article) and then they create keywords or tags that come to mind. In this way, brand managers are given insight to both the volume and the extent to which consumers recognize brand-related content. Brand managers can monitor and adjust their brand image and brand positioning by tracking UGC to identify their points of parity and points of difference (Keller, Sternthal, & Tybout, 2002).

A Sample UGC Project Analysis

Instructors direct students on how to collect all available historical data on a brand category using an analytical system Social Mention via www.soicalmention.com. When using Social Mention, have the students enter in the brand name in the search bar and hit enter. A report can be viewed from the Social Mention webpage as well as downloaded to an excel file. Most free analytic websites will not allow you to download the results however with Social Mention you will easily have access to the last 12 months of data. An additional tool that is useful in narrowing down the company specific information is Google Trends (www.google.com/trends/). Google Trends allows you to enter in a company name and find the top 5 keywords associated with the brand name. If the search for company social analytic data through socialmention.com does not come up with successful results, Google Trends can help the student narrow down the appropriate terms related to the company in order to narrow the search. For example, the *Coach* brand often comes up with sports coaches while utilizing the key terms can limit the social media analysis to *Coach* Handbags. The analysis covers over 100 media sources archived within a 12-month period. Typically, you would have the students pull the data on the same day and then the information would reflect all social tags up to that date of data collection. The total number of entries per brand includes appropriately 300. Students are directed to scrub the data and delete duplicate entries as well as entries that do not apply to the brand. For example, when using the brand Prada, there were results for the movie The Devil Wears Prada. On the far right is the tab that lets you download the social media data to an excel file.

Resnik and Stern (1977) have developed a list of 14 evaluative criteria to analyze information content in television advertising. Originally, the coding instrument applied to television commercial information content. Information content found in social media is often counted but not explored for specific context. Following the Renik and Stern evaluative criteria enables researchers to look at several categories of information content to establish guidelines for companies on how to communicate with the final consumer. The authors recommend the use of multiple social media search engines such as Social Mention (http://socialmention.com/), Social Searcher (http://www.social-searcher.com/), Topsy (http://topsy.com/), and Smashfuse (http://smashfuse.com/). All of which are currently free of charge. Social media search engines search all social media platforms including blogs, Facebook, MySpace, Twitter, Flickr, LinkedIn, Google, and many more. Past research efforts have included only one social media platform, (i.e. Facebook or YouTube) which limits the richness of data.

Students were given a one-hour training session on the interpretation of the Resnik and Stern coding scheme. This enables students to ask questions related to their specific brand as well as reduce fear of understanding the analytic systems. After reviewing several UGC, the instructors worked with the students to identify trends in the companies UGC formulate goals for the companies' social tagging campaign. For example, a study analyzing luxury brands found trends towards improvement in the social media campaign when there were individual testimonial in the posted videos. Students were able to run descriptive statistics using SPSS from the coding schemes and look for high means and trends. Additionally, students are able to choose high means and run correlation analysis to help improve the conversation and formulate guidelines. For example, the student would take the high means and run a report using SPSS tab Analyze, then Correlations and looking for significance about .500. At this point, students can look at a variety of quantitative and qualitative options to analyze their organic findings.

Learning Objectives

Teaching fundamental marketing techniques are as important as providing student with technical skills such as those found in social media analytics. Recent research found the importance among practitioners regarding the development of evidence-based decision-making (Finch et al 2012). Bridging together the conceptual and technical skills may greatly enhance the student experience. For example, content analysis based projects allow students quantitative and qualitative research techniques while still applying critical thinking in the final analysis of the project. This personal assessment of the UGC findings allows the students to apply fundamental marketing concepts in order to understand the development of a marketing campaign. Finally, students gain experience with hands-on marketing analysis giving them a cutting edge in the job market.

References Available upon Request

EMOTIONS IN MARKETING EDUCATION: THEORETICAL GROUNDINGS AND DIRECTIONS FOR FUTURE RESEARCH

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The higher marketing education classroom is an emotional place. Different academic activities and outcomes may arouse intense emotions, for example pride of success, enjoyment of learning, anxiety for exams or fear of failing as well as feelings of uncertainty, self-assurance and self-esteem (Schutz & Pekrun 2007; Jaskari 2013). Emotions influence students' cognition, academic motivation, behavior, performance, and well-being (Sutton & Wheatley 2003; Woods 2010). Indeed, emotional processes are needed for deep learning and achievement, thus those are critical for marketing students' future careers.

Even though anxiety has been thoroughly researched, other pleasant and unpleasant emotions have not received a lot of attention. Indeed, Schutz and Pekrun (2007: 3) have argued that we know hardly anything about emotions such as enjoyment, hope, pride or anger hopelessness, shame and boredom in educational settings, not to mention the context of higher education.

Further, even though the importance of student and teacher emotions are acknowledged (e.g. Schutz & Pekrun 2007; Sutton 2007; Meyer & Turner 2007), there are not many studies focusing on emotions especially in marketing education. Clearly, more research is needed on emotions in higher marketing education.

Moreover, teaching itself is an emotional practice (Hargreaves 1998), emotions are a significant part of the daily lives of all those involved in the education (Schutz & Pekrun 2009: 9; Isenbarger & Zembylas 2006; Day & Leitch 2001), it is challenging for teachers to manage courses with strong emotional phases (Jaskari 2013: 88), and also teachers experience a variety of emotions (Sutton & Wheatley 2003) but cope with those feelings differently (Demetriou et al. 2009).

Marketing educators can influence both students' and teachers' success in the classroom by understanding different emotions and on-going emotional processes. *Therefore the purpose of this special session is to open up theoretical foundations of emotional research within marketing education, propose steps to study those as well as promote discussion on future direction of research on emotions in marketing education.*

"You're a *Marketing* Major?" The Public Image of Marketing and its Effect on Marketing Students' Self-Perception

Irritating telemarketers, pushy salespeople, poor customer service, annoying and/or misleading and/or exploitative advertisements, the sheer relentlessness and ubiquity of marketing in every aspect of life—all of these potentially contribute to a negative perception of marketing in the socio-cultural context. This raises the question: to what extent might a perceived negative public image of marketing negatively affect the way marketing majors see themselves and their chosen field? Swenson et al. (1993) found that college students in general had a negative perception of marketing careers, especially personal selling, but very little scholarship in marketing education has addressed this topic. Potential negative aspects are addressed by Camey and Williams (2004) in their exploration of ways to "sell" the Principles of Marketing course and increase enrollment in the marketing major. They found that, disconcertingly, students' attitudes toward marketing actually worsened after taking the introductory course. The purpose of this exploratory study is to examine the relationship between marketing majors' perceptions of the public image of marketing and the degree to which those marketing majors feel negative emotions regarding their self-perception as marketing majors. The implications for marketing curriculum and pedagogy, as well as extracurricular activities, advisement and directions for further research will be discussed.

Gender Effects on the Management of Academic Emotions

Past researchers have acknowledged the crucial role that emotions play in engaging and motivating students (Hasse 2008). Indeed the impact of academic emotions has also been demonstrated to also relate to students' learning strategies, ability to work co-operatively, cognitive resources and academic achievement. The increasing incidence of groupwork and reliance on self-directed learning in the marketing curriculum places even greater pressure on the academics to manage the emotional atmosphere (Freeman & Greenacre, 2012).

As lecturers we are aware of the levels of anxiety experienced by our students but how many of us consider the diversity of emotions that are present in academic settings. What strategies do we employ, if any, to create emotional atmospheres that promote learning and engagement in teaching? Given that the measures used to assess the performance of academics are mainly, if not entirely, based upon tangibles, does the management of emotions offer sufficient returns (O'Connor 2006)?

The focus of this paper is on the role of gender in understanding and managing the in class emotional processes. Demetriou, Wilson and Winterbottom (2009) suggest that gender has a major impact on the management of emotions within the classroom. Building on their work we examine if male and female academics have different approaches to the management of in-class academic emotions and if student responses are indicative of homophily. The research investigates the issue from the perspective of both academics and students. We consider if students, male and female, perceive that male and female lecturers have different approaches in managing their academic emotions.

Initially the study will consist of 12 in depth interviews with, six male and six female university lecturers, across two institutions. After the initial analysis further interviews will be conducted with marketing majors to determine if they share the perceptions of the academics. The parameters of this study lie within the classroom.

Marketing Teachers' Emotion Regulation

Research on teacher' emotion in teaching has only recently attracted attention (Hargreaves 1998, 2000, 2001; Isenbarger & Zembylas 2006; O'Connor 2008; Hosotani & Imai-Matsumura 2011). However, despite the interest in school teachers' emotion, the higher education still remains mostly unexplored area (Hagenauer & Volet 2014).

Therefore the purpose of this study is to enhance our understanding of teachers' emotional processes in the marketing classroom. Four research questions are explored: (RQ1) What kinds of emotions marketing teachers attach to their teaching as well as the subjective intensity and duration of those emotions. (RQ2) How context dependent the different emotions are, i.e. in which situations different emotions arouse? (RQ3) How do the teachers regulate the emotions and cope with negative emotions such as fear, anger or frustration? And (RQ4) How do the teachers' emotions and emotion regulation affect the classroom management?

The study employs a qualitative diary study that is conducted in two phases. Eight university level marketing teachers are asked to write a diary for two weeks while their teaching is going. The first week diary allows write openly about experiences and emotions that are felt. The second week is more structured allowing more detailed analysis of different emotions felt and possible coping strategies. Each teacher is also interviewed before and after the study. The preliminary results will be presented at the time of the conference (April 2015).

Special Session Discussion and Directions for Further Research

Finally, through our presentations we aim to promote discussion among participants and lay grounds for interesting directions for further research.

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ACTIVE ENGAGEMENT IN AN ACADEMIC'S PROFESSIONAL ORGANIZATION: LEARNING WHAT MEA OFFICERS DO AND WHY

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For many MEA members, participation in the annual conferences is routine that only retirement, lack of institutional support, illness or injury could deter. Many of us enjoy the social interaction with old acquaintances, meeting new people, and gaining new knowledge and skills. Service opportunities in MEA are numerous. Potential participants can submit papers for presentation and inclusion in the proceedings, review papers, and chair conference sessions. There are also opportunities to serve in crucial organizational roles, such as being a Regional Director, an International Director or an At-Large Director. Some may also choose to serve in the important roles of Marketing Director, Web Master, and Audio/Visual Specialist. Some may be invited to serve in the officer track (a four-year+ commitment) or to serve in the ongoing role of Treasurer/Secretary. A MEA member also always serves as the Editor of the MEA-associated *Journal of Marketing Education*.

What prompts individuals to serve in such organizations, such as MEA, year after year. Is it organizational citizenship, organizational commitment, cause commitment (marketing education is the cause), organizational or cause identification, or some other personal ambition unique to each individual? Organizational citizenship is defined as going above and beyond the expectations of normal members (Clark et al. 2014). Organizational commitment can be described as an emotional attachment to, identification with, and involvement in the organization (Van Knippenberg and Sleebos 2006). Organizational or cause identification defines how individuals consider themselves to be integral parts of an organization or cause and intend to be involved with others who also identify with the organization (MEA) or cause (marketing education) (Van Knippenberg and Sleebos 2006). Some faculty may be faced with an expectation by administration that they will be involved in external service. Others may have a personal or professional desire to extend their marketing network. Other motivations to get more involved in MEA by assuming one of the roles listed above may include personal issues, such as service to the profession to help in tenure and/or promotion, or other personal ambitions.

This special session will feature many of the individuals currently serving in key positions in MEA.

- Robert Trumpy is MEA's new Secretary/Treasurer. This position is not rotating and Robert will serve as long as he wishes.
- Chrisann Merriman is MEA's incoming Vice President. At the conclusion of this 2015 conference, she will assume her Vice President responsibilities to help prepare for the 2016 conference.
- Michelle Nelson is this year's MEA Vice President. She is in the first year of her four-year commitment.
- Clay Daughtrey is this year's MEA President-Elect. He is in the second year of the four-year commitment.

- Greg Black is this year's MEA President. He is in the third year of his four-year commitment.

- Deb McCabe is this year's MEA Immediate Past President. She is in the fourth (and last?) year of her commitment.

The panel members will discuss their motivations for accepting the responsibilities associated with these MEA positions. They also will discuss the responsibilities of their current MEA role. In addition, attendees will have an opportunity to ask questions about service opportunities and expectations, as well as discuss these roles and MEA in general. In the course of the discussion, the individuals in these key MEA positions will have the opportunity to learn more about MEA members and to listen to suggestions and concerns.

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PARTNERING FOR PURPOSE: CROSS-CULTURAL MODEL TO ENCOURAGE PARTICIPATION, EXPLORATION, APPRECIATION, REFLECTION, AND LEARNING IN UNDERGRADUATE EDUCATION AND BEYOND

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Abstract

The purpose of this chapter is to share with a wide range of organizational professionals three methods we find useful for educating a diverse undergraduate student body. Using metaphors from business, participants in two undergraduate classes were invited to co-create value by positioning their work in the context of their career goals. Following a description of our purposeful design for participation, exploration, appreciation, reflection and learning (PEARL), we arrive at the fertile delta that nurtures learning and grows a crop of confident, competent, culturally sensitive, and ethical participants with a refined understanding of success. We use narrative inquiry of participants' writing to suggest that PEARL may be useful in arenas beyond the undergraduate business classroom as it is beneficial in the development of ethical, managerial, and leadership values.

Introduction

Masaru Ibuka and the company he founded, Sony, have made enormous contributions to human well-being with their innovative products. This well-being and Sony's products are results of Ibuka-san's firm persuasion in a higher purpose: "To establish a place of work where engineers can feel the joy of technological innovation, be aware of their mission to society, and work to their heart's content" (Czikszentmihalyi, 2003, p. 70). Ibuka-san framed his responsibility as creating the conditions for maximizing the human potential of employees through their work and for the intrinsic purpose of promoting their personal growth and dignity; not just to create products for sale.

Like Sony, the best organizations sprout from execution on a well-developed purpose. Masaru Ibuka didn't start with a product, but rather an idea to develop an environment that was conducive to innovation. Execution of that vision led to the development of products that captivate the mind and imaginations of consumers around the world including professors in institutions of higher learning. The purpose of college instructors is to disseminate knowledge to their students, and by extension, to society in general. This chapter chronicles our exploration, development and refinement of the means utilized to achieve that purpose with our student population. What started as development of an interdisciplinary academic assignment led to the analysis of the common strategies and methods that resonate with our students? This examination of our individual and collective experiences has led us to closely examine and refine the purpose of our time in the classroom in ways that are distinguishable from our own undergraduate educational experiences.

Within Western Civilization the "ivory tower" of academia has served as the gatekeeper and primary distributor of academic scholarship (Bok, 1982). Academic institutions historically reference the size of their library collections as a point of distinction, thereby highlighting the value proposition to scholars (Bok, 1982). As a consequence, the best and brightest scholars were typically concentrated at the universities with the greatest available resources (Bok, 1982). The result was the centralization of academic scholarship, which could be disseminated to the rest of society (Bok, 1982).

The authors attended esteemed, top-tier research institutions that emphasized a top-down educational approach. This is not to say our undergraduate education sojourn was devoid of discussion; rather, graduate student assistants generally facilitated these exchanges. Access to meaningful discussions with the instructor did not occur until graduate school, and when they did, they focused the new developments of the discipline, and rarely forayed into the presumed knowledge proffered in undergraduate courses.

As instructors, we face challenges that were not present in our respective undergraduate tenures. The first of which is technological. We teach college in an age where “google,” “wiki,” “Facebook,” “twitter,” and “What’s App” have become common parlance and constant companions. Through the Internet, information is accessible instantly through a point and click, or a few taps on the screen of a smartphone. In short, knowledge is more accessible today than ever before. Students today need not travel to the library collections of the top institutions to find cutting-edge scholarship, as it is routinely available on the Internet. Today, students can take classes and obtain college degrees without ever leaving their homes. This represents a shift in the role of undergraduate institutions serving as the sole repositories and curators of knowledge and a shift in faculty emphasis to ‘how we teach is what we teach’ (Christensen, 1991; Foster, 1995). Reflectively, we pose the question: what is the role of the formal educator and how is their background, experience, and pedagogical approach likely to make a difference above and beyond the information available freely in the public domain?

The authors both teach at a historically teaching university that is clearly distinguishable from their undergraduate experiences. We attended college full-time, and proceeded directly from high school for this pursuit. Our classes were largely homogeneous in this regard – while there were exceptions; the bulk of the student population had the opportunity to focus primarily, and many times exclusively, on their educational attainment. In contrast, we currently teach at the largest public university system in the United States – where the student population, preparedness and experience varies significantly. Within the California State University system, our campus is the most racially and ethnically diverse, with a 68.5% traditionally underserved student population as of fall 2013 (California State University, Office of the Chancellor, 2014). This student population generally lacks the history of familial educational attainment, as many are the first in their family to attend a university (California State University, Office of the Chancellor, 2013). Similarly, these students are products of often sub-standard high school preparation, as only 20.5% of regularly admitted first-time freshmen for fall 2013 matriculated to our campus proficient in English and math (California State University, Office of the Chancellor, 2014). The community of learners that we support is generally pursuing their degree part-time or at least in addition to full-time work demands, as the cost of higher education has continued to soar, with many students having extensive work careers prior to starting their educational journey (California State University, Office of the Chancellor, 2014). These students have a wealth of accumulated knowledge from the workforce that is often discounted within the formal academic setting. Cumulatively, these students generally lack the supports necessary to focus exclusively on their education, and the academic world represents a significant departure from their existing life experiences. In short, this student population often lacks a firm understanding of the relatedness of their formal academic journey to their existing world and future goals.

Reflecting on the factors outlined above, the authors find that the traditional objective of knowledge dissemination is subservient to the challenges of creating appropriate expectations for college work and beyond, understanding and serving the multiple layers of diversity, and enrolling participants to contribute to their course, college and professional work. Our diverse, multi-faceted student body presents the following challenges:

a. Creating relevance of the materials to their own lives, academic pursuits and post-college goals;
b. Providing opportunities for participants to take ownership of their own work, thereby increasing the value of their academic experiences;
c. Creating dynamic assignments that stretch across disciplinary boundaries and endeavor to take students beyond descriptive and rote learning within a discipline to higher order learning that emulates real-world problem solving (Lombardi, 2007; Raelin, 1997).

Through development of an interdisciplinary collaborative case assignment (outlined below), the authors discovered that we had separately identified these educational challenges among our student population. These challenges necessitated a divergence from the “top-down” pedagogical approach that typified our undergraduate experience. Both of us utilize strategies to collaborate with our students in creating knowledge in the classroom. As we co-create value in our work, we have found greater participant engagement with materials as they connect their academic pursuits to their own contexts and existing experiences and build their own sense of its relevance for their lives and careers. Our student-instructor collaborative model for undergraduate education has yielded dividends with our student population by encouraging participation, exploration, appreciation, reflection and higher-level learning. We believe this approach sets the foundation for long-term success, well beyond mastery of the underlying course material. Consequently we have refined our purpose as college instructors to go beyond merely disseminating knowledge to providing the tools and opportunities for applying course materials to solve real-world problems (Lombardi, 2007). Our goal is to create the conditions for “flow” in our class environments, where participants lose themselves in work that challenges them, and develop personally as a result (for more, see Czikszentmihalyi, 2003, 2008; Vogt 2005). Our thought is that designing work which is meaningful and involves participants in the framing and design of their work is transformative for the learning process, growth and well-being of our participants.

References Available upon Request

IN SEARCH OF THE IDEAL MARKETING CURRICULUM: A MULTI-UNIVERSITY COMPARISON

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Over the years, business schools have continuously investigated the relevance of their programs to students and employers (Davis, Misra and Van Auken 2002; Finch, Nadeau and O'Reilly 2013; Koch 1997; Lamb, Schiff and Moncreif 1995; Lamont and Friedman 1997; Pharr and Morris 1997; Ursic and Hegstrom 1985). Universities subject to various accreditation requirements may be subject to "program reviews" every 5 years or so. This is an opportunity to go through a comprehensive update of all courses in the program. Due to the volume of classes, this activity can range from a major examination of content and topics to a perfunctory check, altering dates and one or two topics, e.g. updating the topics as it relates to technology.

Over the past decade, campuses in the California State University (CSU) system using the quarter-system have contemplated a shift to the semester system. In the past, this involved referenda providing each campus with the opportunity to decide on whether or not to convert to semesters. Five or so years ago, all campuses still on the quarter-system were mandated to convert to semesters. This set off a series of activities aimed at eventually implementing this change.

Colleges in the university are encouraged to see this as an opportunity to "revision" their programs. Resources are being provided to bring about this process with the anticipation that departments will use this opportunity to revamp their programs to conform to changes in the 21st century.

A vital first step to the process is to determine the direction in which the discipline is headed. What are the new developments in the field of marketing that practitioners are grappling with? What are necessary skills needed by students in order to compete for marketing jobs as they graduate? How do programs match up these skills with the courses in the curriculum?

Aggarwal, Vaidyanathan and Rochford (2007) examined the quality of undergraduate marketing students. They studied the SAT/ACT scores of incoming freshmen in Marketing, GMAT scores in comparison to other business majors, starting salaries of marketing versus other business majors and the undergraduate majors of CEOs in the S&P 500 firms. Their results were quite disheartening, resulting in recommendations for attracting better quality students to marketing.

Current curricula seem to conform to findings from Ursic and Hegstrom (1985). In surveying recruiters, alumni and students, this study looked at relative importance of marketing courses and prescribed not only required and elective courses, but also methods of teaching and skills and abilities that should be developed. So Lamb, Shipp and Moncrief (1995) went further into identifying skills lacking in marketing programs of the period and recommending teaching methods that would develop those skills.

When Gray, Peltier and Schibrowsky (2012) examined the *Journal of Marketing Education* issues from 1979 to 2012, they found that there was a total of 85 articles on "curriculum redesign content integration," "curriculum redesign method integration," and "curriculum redesign reviews" overall. So, the issue of curriculum remains important to the journal and its readers.

In examining the practitioners' perspective, Finch, Nadeau and O'Reilly (2013) compared the responses of an expert panel from the Canadian Marketing Association and the top 20

Table 1: Comparison between Marketing Programs from Aspirant Schools

Classes Using Titles in CSU Pomona	Arizona State University (120 units)	Indiana (120 units)	Wisconsin (120 units)	Washington (180 units)	Washington State (120 units)
Special Problems – Lower Division Marketing Students – 2 units	MKT 302	M344			
Marketing Analysis and Control		M346			
Buyer Behavior	MKT 402		Marketing 305	MKTG 450	MKTG 407
Marketing Research 1	MKT 352	M303	Marketing 310	MKTG 460	MKTG 368
International Marketing					
Marketing Problems (Capstone)		M450	Marketing 460		MKTG 495
Services Marketing Strategy or Business-to-Business Marketing Strategy or Competitive Marketing Strategy	MKT 442 or MKT 452 or MKT 462				
Principles of Marketing Management – Business core	MKT 300	BUS-M370	Marketing 300	MKTG 301	MKTG 360
Elective Units	9 units of electives – Choice of 12 courses	9 units of electives – Choice of 12 courses	9 units of electives – Choice of 13 courses	12 units of marketing electives – Choice of 16 courses	6 units of marketing electives – Choice of 14 courses

marketing programs in the US as well as 8 leading marketing programs in Canada. Their factor analysis results grouped items into 1) Knowledge Cluster: Strategic Marketing, 2) Knowledge Cluster: Communications, 3) Knowledge Cluster: Channel Management, and 4) Knowledge Cluster: Marketing Context. There was an additional section on “meta-skills.” This study is useful in that it identifies specific areas of improvement that can be incorporated into a revisioned marketing curriculum.

Table 2: Marketing Management Major (excluding Principles of Marketing) Semester Conversion Comparison with CSU Schools

Classes	Pomona* (180)	Fullerton (120)	Los Angeles* (180)	Long Beach (120)	San Diego (120)	SFO (120)
Special Probs.	IBM 200					
Mktg. Analysis & Control	IBM 320	MKT 353			MIS 301	
Marketing Research	IBM 408	MKT 379	MKT 446	MKT 470	MKT 470	MKT 632
Buyer Behavior	IBM 411	MKT 370	MKT 342	MKT 490	MKT 371	MKT 633
International Marketing	IBM 414					
Marketing Problems	IBM 421	MKT 489				
			High perf. Prof. skills			
			Mktg Management	MKT 494		MKT 649
Electives						
Tracks	22 units	6 units	12 units	9 units	18 units depending on specialization	12 units

*These programs are in the process of converting from quarters to semesters. Thus, they will be reducing their total units from 180 to 120.

In the interest of time and efficiency, our initial search consisted of the *Journal of Marketing Education*. We are still in the process of conducting the review of the literature.

This paper reports on our survey of Marketing programs among some aspirant schools from other parts of the country, as well as California State University schools. Table 1 shows comparison between our school and those of aspirant schools. These include Arizona State University, Indiana University, University of Wisconsin, University of Washington and Washington State University. The table shows that courses in common to all the schools include Principles of Marketing in the business core and Marketing Research. Buyer Behavior was in the core for all the universities except for Indiana and a capstone class was included for all except for Arizona State and University of Washington. Number of courses for the programs ranged from 6 in Washington State to 8 in Indiana, compared to our 11.

Table 2 shows how various schools in the CSU system compare with regards to their required courses for their program. We have chosen to simplify our comparison by focusing on just the required courses of the program, thus excluding Principles of Marketing because it is in the business core. We should note that Pomona and Los Angeles are both in the process of converting to the semester schedule and will be reducing their units to 120. The table shows that all the universities included in this comparison had both Marketing Research and Buyer

Behavior in the core. Only Pomona had International Marketing. Electives ranged from 2 classes in Fullerton to 10.5 classes in Pomona. Obviously, the number of classes and the mixture of core and electives are in the process of change in both Los Angeles and Pomona as it struggles to convert their schedules.

This study is a preliminary investigation of what existing marketing programs are like. As our university goes deeper into conversion, it is anticipated that classes will be redesigned, "revisioned" if you will, by taking into account current literature on curriculum development and feedback from alumni and advisory boards. The final structure of the curriculum will reflect changes that will enhance our students' chances in the job market as well as tie in to program assessment activities. This position paper is hoping to generate discussion among our peers regarding improvements in the program.

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ANALYSIS OF ASSESSMENT RESULTS THROUGH INSTRUCTOR INTERVIEWS

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Introduction

Marketing programs, and indeed most of academia, are increasingly developing assurance of learning programs. The drive for assurance of learning comes from AACSB accreditation and maintenance (AACSB 2007), as well as to meet legislative requirements, to demonstrate the quality of business programs, and to ensure continuous improvement (Zhu and McFarland 2005). Course-embedded assessments are often chosen for assurance of learning, due to the usefulness of the data and the ease of implementation (LaFleur, Babin and Lopez 2009). Assessment in marketing programs, though, "has not progressed very far beyond exams, course evaluations and current student data" (Sampson and Betters-Reed 2008, p. 27). Using multiple choice exams for assessment is a valid approach that can provide insights across a number of topics with one tool (Michlitsch and Sidle 2002). However, multiple choice exams lack the power to provide deeper insights into how, where, or why students are learning or, conversely, why they are not learning.

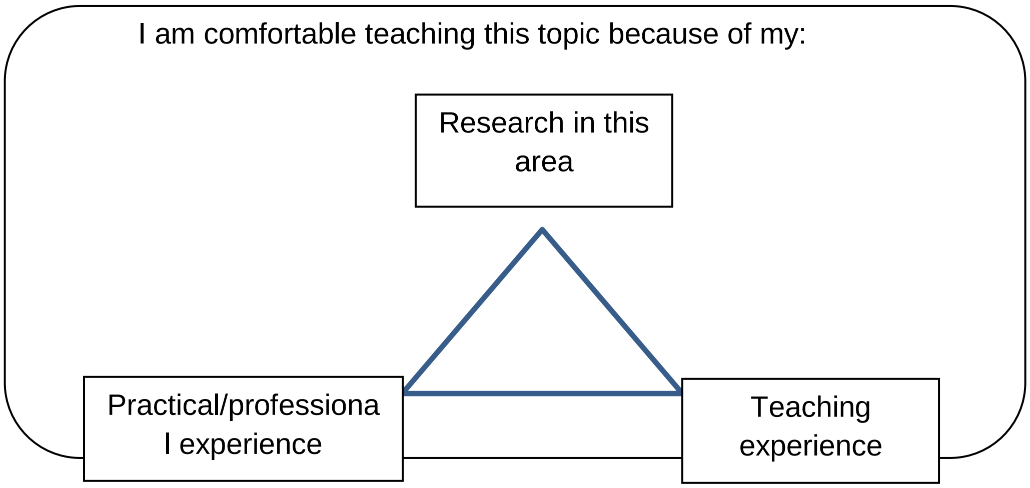
One way to address this lack of explanatory power is to assess learning using multiple methods. This could include indirect methods, such as employer evaluation or student self-assessment surveys. While some programs may use multiple measures for a learning goal, the measures themselves are not typically related. The purpose of this paper is to describe a methodology that pairs a direct and indirect method to analyze learning in the Principles of Marketing course. The method combines quantitative assessment from a multiple choice exam and qualitative findings from interviews with course instructors. While the exams alone provide insights into which topics students are and are not performing well, the interviews contribute to a conversation about "why" and add a deeper understanding of some possible underlying contributors. This paper adds to the growing assurance of learning literature in the marketing field.

Table 1: MC Exam Results

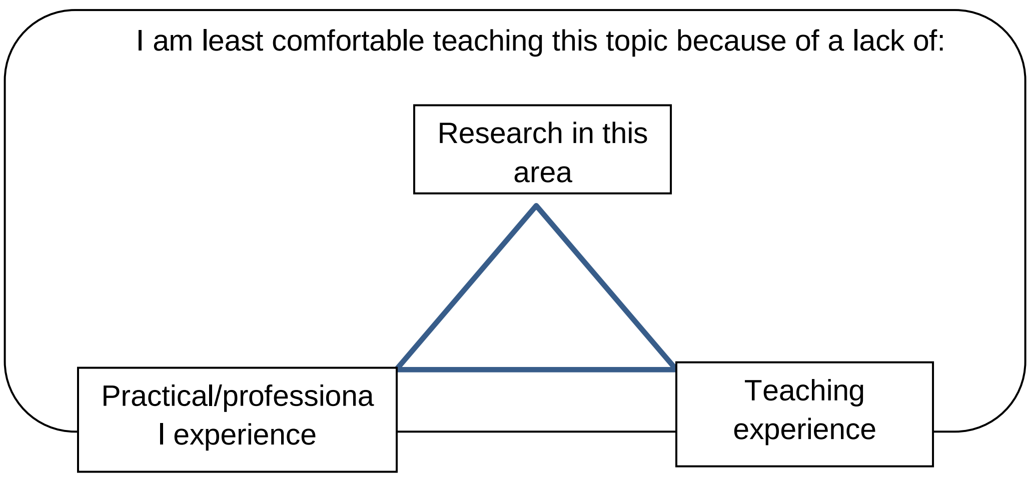
		Exceeds		Meets		Fail		Meet or Exceed	
LO 1	The Marketing concept	70	19%	223	61%	74	20%	293	80%
LO 2	Marketing environment	145	40%	204	56%	18	5%	349	95%
LO 3	Marketing research	41	11%	175	48%	151	41%	216	59%
LO 4	Consumer buyer decision process	94	26%	224	61%	49	13%	318	87%
LO 5	Market segmentation, target market, positioning	50	14%	186	51%	131	36%	236	64%
LO 6	Product	180	49%	169	46%	18	5%	349	95%
LO 7	Price	129	35%	212	58%	26	7%	341	93%
LO 8	Distribution	131	36%	204	56%	32	9%	335	91%
LO 9	Promotion	121	33%	204	56%	42	11%	325	89%
	Targets	> 10%		20% - 70%		< 20%		> 80%	
		shading = target not met							

Exhibit 1: Interview Questions

What is the subject area you are most comfortable teaching in the Principles of Marketing course?
Place a dot on the triangle that best represents what has led to your comfort in teaching this topic (for example, if you have done research on this topic, your dot might be near the top of the triangle). Tell me about why your dot is where it is:



Tell me about the topic you are least comfortable teaching in the Principles of Marketing course.Place a dot on the triangle that best represents what has led to your comfort level in teaching this topic. Tell me about why your dot is where it is.



What tools, resources, or experiences would help you increase your comfort in teaching this subject area?

Tell me about the topics students seem to have a hard time understanding

Methodology and Initial Results

At the researchers' mid-western, public University, Principles of Marketing is required for all business majors. For marketing majors, the course provides the foundation upon which other required courses and marketing electives build. For other business majors, this is the only marketing course that students will take en route to a business degree. As a result, effective learning of key marketing concepts is essential for both groups of students. The faculty

Exhibit 2: Summary of Interview Results

- The elective courses taught by instructors influence which topics instructors find most comfortable to teach in the Principles of Marketing course. Research and work experience also play a role, as elective teaching tends to focus on an instructor's area of expertise. The topics varied widely between participants.
- Instructors' least comfortable teaching topics tend to stem from the absence of any kind of experience with that particular topic. These responses are as diverse as the comfortable topics, stemming for the differences in instructors' backgrounds.
- A theme from the interviews is a feeling that marketing research is difficult for students to understand, creating a clear link to the exam results. Some participants expressed the idea that coverage of marketing research can be light, given it is covered by the Marketing Research course which is required for marketing majors.
- Other topics instructors feel are difficult for students to understand are SWOT, pricing, distribution, and business-to-business marketing/derived demand.
- Instructors provided several ideas for filling in the gaps in their knowledge, including hands-on experience, good assignments and case studies to use, listening to professional speakers, conducting research, and a list of website resources.

developed six learning objectives for the course (one objective has four sub-objectives), and has administered a common exam to assess learning in these areas. The questions were pulled from a test bank, and were chosen for their broad application of marketing concepts and the links to the learning objectives. The exam includes five questions for each learning objective, resulting in a 45-question exam. Standards were set for exceeding, meeting, or not meeting standards. The exam was pre-tested with a summer course, and some changes were then made to clarify question wording and to ensure the answers were not contrary to the textbook content. The exam was then administered in all sections of Principles of Marketing for one academic year. The results were compiled and reported by learning objective (see Table 1).

The assessment committee then met to discuss the results and determine what could be done to improve student learning in the areas where results did not meet the standards. What the committee found, however, was that we did not feel confident about why students achieved the results they did. Without answers to the "why" we felt the proposed solutions were based on assumptions. We assumed that students were not receiving enough information or examples on these topics and, therefore, simply needed more of those things.

Members of the committee, the authors here, decided to try collecting additional information about student learning. Personal interviews of teaching faculty were selected as the data collection methodology. The purpose of the interviews was not to identify shortcomings or strengths of any individual instructor, but to gain insights into what may be contributing to students' ability to meet or not meet learning goal standards. Interviews were based on a small number of questions, to keep each interview under ten minutes (see Exhibit 1) The questions were paired with a visual tool in order to help the participants get started and encourage them to provide detailed explanations. The faculty teaching Principles of Marketing were chosen as key informants. Faculty are knowledgeable about the dynamics of student learning in their course, and observe student behavioral queues that provide insight into learning. For example, the instructor monitors student participation, answers questions about course content in and outside of class, grades course assignments. While students could provide insights into their individual learning experiences, the instructors are best positioned to provide qualitative information about student learning as a whole.

The results of the interviews are summarized in Exhibit 2. While the topics that instructors find most and least comfortable to teach are as varied as the instructors themselves, many of the instructors mentioned difficulty with the marketing research topic, which is reflected in student exam results. This result highlights a need for additional support on this topic, including some training or hands-on experiences for teaching faculty. In addition, the researchers noted some feeling among instructors that because the topic is covered in detail in the Marketing Research course, this lessened the need to cover it in Principles. Reviewing and updating the department's curriculum map could be one way to create a common understanding of where students develop and practice each skill reflected in the learning objectives.

The interviews highlight the challenge of having diverse faculty address a standard set of learning goals. While the marketing research objective is one area where multiple instructors need support, responses show an opportunity for knowledge sharing among instructors on several topics, leveraging each instructor's expertise. The combination of exam analysis and instructor interviews did provide insights into student learning. The mix of direct and indirect assessment methods may require additional resources, but does help address the overall goal of better understanding student learning in order to improve curriculum.

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CIVIC ENGAGEMENT AND CROSS-DISCIPLINARY CURRICULUM DEVELOPMENT

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Abstract

The purpose of this paper is to share our experience implementing civic engagement program in our university. Our study describes the ongoing collaborations with community partners that allow students to work directly on a social cause. Civic engagement courses integrate marketing theory and practice with real hands-on experiences, in order to prepare a student for their role as an ethical and responsible citizen. The objective of this paper is to give insight on best practices when developing courses, choosing company partnerships, and creating channels to communicate your programs to the university and local community. Enhanced knowledge in this area may increase participation in civic engagement courses, and follow the requirements of high-impact educational practices in universities.

Introduction

Over the past few years marketing educators have realized the importance in preparing our students to become socially responsible, and civically engaged citizens. Moreover, it has become increasingly more important to highlight and publicize this engagement to current and prospective consumers. There has been increased interest among marketing researchers to study the benefits in offering opportunities for students to participate in service projects for organizations (Petkus, 2000; Klink and Athaide, 2004; Metcalf, 2010; Cadwallader et al, 2013; Emad and von Buren 2014).

The majority of this prior research has focused on service learning, which provides students with the opportunity to apply what they have learned in the classroom in real-world settings and reflect in a classroom setting on their service experience (AACU, 2008). Civic engagement expands on the idea of service learning and is implemented within a learning environment that is focused on "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (AACU Value Rubric, 2000).

We believe that civic engagement should be more focused on in marketing curriculum as the concept of Corporate and Social Responsibility (CSR) is now more prevalent that ever. Organizations and businesses have become increasingly aware of the importance of acting ethically and socially responsible and the promotion of such deeds have proven to have a major impact for the success or lack of success for many organizations. For-profit businesses such as "Tom's Shoes" demonstrate the fiscal sense of community giving and have proven to resonate well with cause conscience audiences. Other local non-profits have expanded their missions via civic engagement advocacy on policy matters, or embark on engaging directly with a local constituency.

Civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community (AAC&U 2014). Providing these civic engagement opportunities to students within the setting of higher education is no longer a novelty or activities that are limited to a niche group of individuals. It has now become a mainstream expectation and desire of students and college instructors, alike.

Developing a curriculum that is able to cleverly weave in foundational and even advanced level civic engagement curricula is a process and should consistently be evaluated and re-evaluated.

All activities within a course should add value to our students' education and is an essential part of fostering the development of the "whole student." Many programs recognize that civically engaged students are not all created equal and thus course design should be strategically developed in a way that will meet the objectives for the course as well as allow for students to explore individual interests. The projects allow students and community organizations to work together to meet both an organization's need and students' academic requirements (Rhee 2014).

Many prior studies have discussed the significance of high-impact educational practices in universities (Albertine & McNair 2011; Brownell & Swaner 2010; Kuh 2008). Research has shown that campuses that engage in such practices have increased student retention and student engagement. One example of an essential high-impact practice is community-based learning activities, such as civic engagement programs. Such programs provide students an opportunity to work directly with community partners in order to analyze and solve real problems in our society. Civic engagement courses embrace the idea that "giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life" (Kuh 2008).

Our civic engagement presentation will demonstrate best practices in the following areas: course development, assessment and evaluation of learning outcomes, the art of picking the right client, and organizing a civic engagement symposium for your university.

References Available upon Request

EXPERIENTIAL LEARNING IN SELLING AND SALES MANAGEMENT: STUDENTS EXPERIENCING SALES IN A SAFE ENVIRONMENT

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Proposal for Experiential Learning in Selling Courses

Many students do not expect to take sales positions after graduation. Students often shun the thought of having sales positions. The reasons for this include rejection, low confidence, as well as sales being a non-glamorous profession. Movies, as well as personal experiences, create and validate student's perception of sales positions. According to *Monthly Labor Review* (2013) 19 percent of 2011 graduate cohort were employed in sales positions post-graduation. Marketing educators need to provide marketing students with a safe environment to for students to gain basic selling skills.

Experiential learning within sales courses is vital to student learning because it allows students to apply the sales knowledge they gain within the classroom. Knight (2014) summarizes the importance of experiential learning within sales courses. This type of learning provides students with world of work environments, while maintaining the safety of the classroom setting. As Kolb (1984) indicates, "learning is the process whereby knowledge is created through the transformation of experience" (p. 38). This position paper explores ways marketing educators can assist students in overcoming negative perceptions of the sales profession as well experience what a successful salesperson does to make a sale.

Learning Sales Techniques by Trading a Paperclip

This project requires students to trade products a minimum of ten times in order to attain the highest priced item within the course. Students are provided a jumbo paperclip to start the project. The main focus of the assignment is to use the win-win concepts discussed in class. These win-win concepts include questioning, Golden Rule Selling principles, understanding the buyer, sales dialog, and concerns and commitment. Students must follow key guidelines as well as provide reflections of their learning.

Learning Competition and Teamwork through Social Learning

Using a closed Facebook Group students share experiences and recommendations from the paperclip project to help other students within the course. Students post photos of the items traded. These posts help student see what other students are trading and the product's value. Students increase the number of item trades as well as augment the products to increase trade value. Within this group, students face the competitive environment salespeople experience when trying to outpace competitive environments. Students facing challenges experience teamwork through success stories from other students as well as recommendations on paths students can take to trade products more quickly.

Learning Quota and Commission Attainment through All or Nothing Assignments

Quota assignments including in-class quizzes, role-plays, as well as guest speaker's follow-up notes, provide students with the ability to earn full credit for the assignment or no credit for the assignment. Students must earned a minimum of seventy percent on the quota assignments to earn full credit (one hundred percent) for the assignment. If students earn less than seventy percent the student earns no credit (zero percent) for the assignment. Students become familiar with the need to reach quota in order to gain commission. Students feel the positive and negative aspects of quota attainment and how working harder can reap rewards.

This proposal recommends designing strategic experiential learning opportunities for students will help provided fruitful learning experiences for prospective sales professionals. This exploratory pilot study yields results that will be shared to continue experiential learning activities within sales courses.

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TEACHING SELF-EFFICACY AND SELF-MONITORING IN AN INTRODUCTORY SALES CLASS USING VIDEO RECORDING

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Sales managers look for salespeople who have high self-efficacy (Bandura, 1977; Zimmerman, 2000; Zimmerman, Bandura, & Martinez-Pons, 1992) and high self-monitoring (Deeter-Schmelz & Sojka, 2007; Gangestad & Snyder, 2000; Snyder, 1974). Yet teaching self-efficacy and self-monitoring remains unstudied in collegiate sales education. We help students achieve a higher level of self-efficacy and self-monitoring using an indirect, three-step approach that relies on video recording.

The first step is to involve students in a simple storytelling exercise because storytelling has been found to be an effective way to change people's minds (Adamson, Pine, Tom Van, & Kroupa, 2006; Denning, 2006; Mckee & Fryer, 2003). We demonstrate a simple story arc comprised of the setting, the rising action, the climax, and the falling action to create a "Who I Am" story that students might use in a job interview. To illustrate the steps of the arc, we take examples from animated movies that students watched as children, which tends to put the undergraduates at ease. The students like the idea of the "Who I Am" story because it prepares them for a job interview but also because they are confident with the subject matter. After learning the structure, some students volunteer for coaching in class. These students only receive positive feedback to neutralize their own self-criticism, and to put the rest of the class at ease.

We then video record students telling their stories on two occasions about two weeks apart. The first recording serves as a baseline to measure the second recording against. We manage their expectations by explaining that most college assignments are one time affairs with no chance for improvement. However, true mastery comes from repeated approximation to an ideal. So they will earn their grade for the project based on their improvement between the recordings. Most importantly the students are told that they will be in charge of setting the bar for their improvements and therefore their grade.

In the very next class I use an inexpensive action camera to record each student telling a 2 minute story. In the breaks between students I point out things they have done well and suggest areas they might look during their review of their recording. My tone during this time is always upbeat. At the end of the class I hand out to check sheet for body language and persuasiveness (Burgoon, Birk, & Pfau, 1990).

They will return their review of the video recording during the next class. Students then make a verbatim transcription that includes interjections to help them become aware of their process. They boldface all their interjections (um, ah, so, and, like, really, basically, etc.) to understand their speech rhythm. They highlight all of their emotional descriptors because emotional descriptors set up similar emotions in the listener. We urge them to rework their story arcs, to cut out inessentials, and to deepen the emotional contexts.

We also coach them on how to practice properly on their own by telling their story before a mirror with a timer. We point out that storytelling is a fluid process. It differs from memorization or recitation because it comes from the heart. Thus, telling a story is knowing it by heart, rather than memorized. The second step is to practice using their smart phones to record themselves. They can then review their video recordings using the previously mentioned. We urge them to focus on one improvement at a time to insure success. Most students choose to work on their fluidity by seeking to eliminate interjections.

Two weeks later, we record the students for the second time. Students are again asked to review their performance using the checklist. Their grade for the exercise was based on the amount of improvement between the recordings.

Though students are never directly taught about self-efficacy or self-monitoring, they learn it by doing it in the storytelling exercise. However, this method for creating self-awareness has a further effect on their progress in the course. The students improve their performance on their major project, an interactive sales presentation that makes up the significant portion of their grade.

We stumbled upon this method when we first began teaching the introductory sales. Originally, we had focused mainly on evaluating the content of their major sales presentations and whether students made all of the salient points of the call. Because of our concern that we might miss points in the heat of the presentation, we began used video recording merely as a memory aid.

Reviews of the video recordings revealed what we had really been missing—the quality of student performance. The video recording provided us with the emotional distance and a new objectivity. We believed that if video recording helped us with grading, it would also benefit students if they could view the recordings. Thus they would be able to see themselves and see how they come off (self-monitoring). Second, they could use the recordings improve their abilities (self-efficacy).

We now video record the major presentations for the student's benefit. Again they must evaluate their presentation of their major project using the checklist and prepare a synopsis of their deficiencies in the presentation, their growth in the process, and their goals for future presentations.

Emails from a handful of students long after the course was over indicate that they continue to use what they have gained from these video recordings. Most report a greater level of confidence and a greater appreciation for its effect on persuasiveness. Many of them have used their newfound skills to earn internships and secure corporate employment before graduation.

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WEAVING ANALYTICS INTO THE MARKETING CURRICULUM

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In 2012, Gartner predicted that by 2017 the Chief Marketing Officer will spend more money on information technology than the Chief Information Officer (McLellan 2012). Organizations such as Accenture, Deloitte, and IBM are opening new analytics centers (Chen et al., 2010; IBM, 2009; Luftman & Ben-Zvi, 2010; Pettey & Goasduff, 2011; Turban et al., 2010). Research by McKinsey Global Institute forecasts a 50 to 60 percent shortfall of qualified people, which is about 140,000 to 190,000 unfilled positions by 2018 (Manyika et al., 2011). In addition, about 1.5 million managers and analysts do not have the necessary skills to understand and make decisions based on the analysis of large amounts of data (Manyika, et al., 2011). Business schools need to prepare graduates in BI (Connolly, 2012; Conway & Vasseur, 2009; Sircar, 2009; Watson, 2008; Wixom et al., 2011).

Marketing students are entering a marketplace with an increased need for people who can analyze data, interpret data, and use the results to inform decision making. P&G describes the old IT model within companies as the process of figuring out which reports people wanted, capturing the data and delivering it to the key people weeks or days later. That is now obsolete. The new model being envisioned is a virtual, instant-on war room, where people huddle around in person or by video (with whatever system they are using - Cisco's telepresence, WebEx, FaceTime with computer, iPad, phone - iPhone or Droid) around the needed data, pulling in the right experts the minute a problem arises. This approach requires better collaboration with video, more real time data, and business analytics expertise according to Filippo Passerini, P&G CIO (Murphy 2012).

Students are being asked what experience they have with customer relationship management (CRM) software, whether they have used software for managing marketing campaigns, whether they can use social medial analytics, whether they have been involved in projects for companies, and what experience they have with identifying customer insights. Business professionals expect that marketing students have experience with BI tools (Connolly, 2012; Conway & Vasseur, 2009; Sircar, 2009; Watson, 2008; Wixom et al., 2011). The lack of data, cases, and materials is the biggest hurdle in teaching these skills that are important for today's graduates or in integrating this approach into the marketing curriculum ("Intelligence," 2012; Wixom et al., 2011; "State," 2012.)

The purpose of this position paper is to investigate how, where, and when analytics can, could, or should be integrated into the Marketing Curriculum. This paper explores three aspects of these issues: (1) What is marketing analytics? (2) What resources exist?, and (3) Where and how can analytics be woven into the marketing curriculum?, and Each topic will be addressed.

Marketing Analytics

What is the difference between metrics, analytics, marketing research, and statistics? What is covered now? What would be an addition? What are employers seeking?

What tools are regularly used, e.g., SPSS, Excel? What tools are available for digital analytics, e.g., Google Analytics, Facebook Analytics? What tools are sponsored by companies, e.g., IBM's program, Teradata University Network? Does marketing analytics need to be a separate course? What are the technology implications for the university or marketing department? Which type of analytics fit with which marketing topics? What does this mean for faculty development?

Integration and Discussion

Marketing Departments across the country are grappling with these issues. An attempt at categorizing the variety of types of approaches will be presented leading into discussion with the audience.

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TEACHING SUSTAINABLE CONSUMPTION: EXPERIENTIAL EXERCISES AND PROJECTS FOR CONSUMER BEHAVIOR AND MARKETING COURSES

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In 1987, the United Nation's Brundtland Report brought the concept of sustainable development to mainstream attention and made it clear that our pre-existing approach to economic development, our systems of production, our marketing practices, and our patterns of consumption were environmentally and socially unsustainable (United Nations 1987). The interdisciplinary conversations that have emerged since that time point to the extraordinary paradigm shift required for adopting a new approach while also acknowledging its absolute necessity (Edwards 2005). In spite of this imperative, however, marketing as a discipline and practice has been slow to evolve. Changing our production and consumption systems cannot be achieved without changing our existing marketing practices and forever abandoning the assumption that the issue at the root of marketing activity is "how to sell more stuff to more people."

Fortunately, as suggested by Bridges and Wilhelm (2008) and other notable scholars, the importance of educating marketing students on sustainability is growing in importance (Borin and Metcalf 2010, Mather et. al 2011, Swaim et. al 2014, Weber 2013, Wilhelm 2008). Integrating this topic into the marketing curriculum offers promising opportunities to foster the growth of more enlightened marketing practitioners. And, through intentional pedagogical exposure, such practitioners will be more likely to understand the complexity of sustainability. Consequently, they will be more likely to implement effective marketing strategies that foster sustainable consumption and marketing practices in the future.

In this session, the authors will discuss experiential exercises and projects used in both undergraduate and graduate level consumer behavior and marketing courses to educate marketing students on sustainability and sustainable consumption. They will also discuss strategies that worked and didn't work within the classroom with regard to in-class exercises, as well as outside of the classroom with regard to project-related fieldwork. Within this context, they will further discuss the opportunities for fostering creativity and engagement in an effort to promote student internalization of sustainable consumption as a broader issue.

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DEVELOPING A RETAIL MANAGEMENT AND TECHNOLOGY COMPETENCY-BASED PROGRAM: RETHINKING EDUCATION

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Competency based education is defined by the US Department of Education (USDE) as a transition away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning (USDE, 2014). The USDE also says this type of learning leads to better student engagement because the content is tailored to their unique needs (USDE, 2014). But why does it matter to marketing educators?

Because of higher student engagement, cost factors, and the fact many students have some college, but no degree (Council for Adult and Experiential Learning, No date), this method of education could be the next “big thing” in education (Fain, 2013).

Many states such as New Hampshire, Michigan, and Ohio have adopted policies to encourage these types of programs (US Department of Education, 2014), while Universities such as Northern Arizona, Capella, and Washington Governor’s College are currently offering competency based programs, with success (Mendenhall, 2012).

Competency based education requires a shift in thinking—both from a systems perspective, and a faculty perspective. From a systems perspective, an entire university, college, and department must shift their traditional thinking. For example, since a competency based program isn’t tied to time such as quarters, the registrar must change processes to meet the needs of such a program. Financial aid must also change processes. In addition, marketing a competency based program is different, because the market for such a program is unlike that of a traditional student out of high school.

From the faculty’s perspective timing is also an obstacle as they too, must mentally eliminate time barriers for students in order to successfully adopt a competency based program. In addition, the role of faculty changes—from that of a lecturer to that of a coach and mentor to students. From a curriculum perspective, faculty must shift from thinking about courses to thinking about competencies, and implement reliable final assessments to measure learning.

This interactive special session will define competency based online programs, and discuss the model that the Central Washington University - Information Technology and Administrative Management (CWU-ITAM) department used to develop their Retail Management and Technology Bachelor of Science degree in just six months. Topics will include:

The presenters will:

- Define competency based education and its uniqueness
- Discuss various approaches and models for competency based education in the marketing field
- Present CWU-ITAM’s processes for and challenges of developing a competency based program in Retail Management and Technology in such a short time period
- Share lessons learned by CWU administrators, faculty, and staff during program planning and implementation
- Discuss and brainstorm the future of competency based education.

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ALUMNI ATTITUDES TOWARD PRIVATE AND PUBLIC MBA PROGRAMS: ARE THERE DIFFERENCES?

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Abstract

This study compares two different MBA programs, one private and the other public, that are accredited by the AACSB as to their perceived attitudinal orientations. Assessments of alumni of the respective institutions revealed that the public institution possessed greater attitudinal favorability. A subsequent analysis of potential discriminators addressed two areas: infrastructure variables and program emphases. The former failed to produce insights other than the fact that part-time MBA students had greater attitudinal favorability in the case of each institution. However, program emphases were perceived as varying between the two institutions with the private institution evidencing greater emphases on five of eleven knowledge and skill variables. However, the research suggests that the traditional theoretical approach of the private institution may have taken away from community adaptation. Additionally, the public program was known for greater responsiveness and was possessive of a stronger MBA alumni association. The research suggests that a study of desired management functions in addition to desirable knowledge and skill areas be a part of future predictor variable sets. In essence, what are the requirements of managers that MBA programs can embellish? The study also suggests that the presence of a strong alumni association may likewise be a predictor of MBA program attitude, as such associations have the potential to bolster employment opportunities.

Introduction

Research has delved into overall global and specific attitudes of MBA alumni toward their MBA program experience (Van Auken, et. al, 2005; Van Auken, et. al, 2006a, 2006b). The intent of such research is to determine the influencers or predictors of MBA program attitude that shape or mold feelings about a given program. Basically, positive attitudinal orientations among alumni can influence word-of-mouth communication and subsequent program participation. Possible attitudinal influencers could encompass the following: (1) key knowledge and skill dimensions that are actualized by program participation, along with an addressing of the definitive requirements for being an effective manager; (2) MBA program infrastructure variables such as a program's liaisons with corporate recruiters, employer provided financial support, and the nature of student participation (e.g., part-time versus full-time students), among other considerations.

This research thus builds on two studies that have addressed predictors of MBA program attitude. One of these involves a private AACSB accredited MBA program located in New England (Van Auken, et. al, 2006a), while the other uses an urban-based, public, AACSB accredited MBA program located in the Western United States (Van Auken, et. al, 2006b). Both studies assessed MBA program attitudes using semantic-differential based pairs (i.e., global metrics) and through the use of attitudinal statements. As a result of such standardization, both studies may be compared as to global and specific MBA program attitudes, and the comparison can be extended to a litany of predictors. By so doing, a number of queries or research questions become apparent. To illustrate, which of the two MBA programs has a stronger attitudinal perspective: public or private, and are the differences that may be evidenced statistically significant?

Given differences, are there additional variations in the perceptions of alumni between the two institutions as to the emphasis that "should be given" to knowledge and skill variables, as well as the emphasis that "was actually given?" Also are there differences between the two

Table1: Attitudinal Differences toward MBA Programs Between Public-and Private-Based MBA Alumni Using Semantic Differential Scales

Global Variables: Positive Anchors	Means Scores Public	Private	Mean Differences	*t*	sig.
A good experience	5.19 (1.03)* n=95	4.85 (1.38) n=81	0.34	1.82	.05
Good use of my time	5.05 (1.21) n=95	4.67 (1.45) n=81	0.38	1.88	.05
Valuable	5.90 (1.21) n=94	5.38 (1.60) n=79	0.52	2.39	.01
Satisfactory	4.93 (1.07) n=95	4.52 (1.44) n=80	0.41	2.08	.025
Enjoyable	5.79 (1.01) n=95	5.58 (1.18) n=80	0.21	1.25	n.s.
Useful	5.86 (1.23) n=95	5.79 (1.23) n=80	0.07	0.39	n.s.
Desirable	4.71 (1.31) n=95	4.32 (1.56) n=82	0.39	1.76	.05
Effective	5.58 (1.11) n-95	5.60 (1.13) n=80	-0.02	-0.12	n.s.

*Standard deviations are in parenthesis.

programs as to full- versus part-time student enrollment, as well as the extent of employer –provided financial support? Answers to these and other queries may serve to reveal hypotheses for future research with respect to the inherent advantages that a private versus public MBA program or vice-versa might possess. All too often, it is merely assumed that private university MBA programs that are AACSB accredited have alumni that are happier with their MBA program investment (see Van Auken, et. al, 2005) than alumni of public institution-based MBA programs that are accredited by the same organization. This also raises an interesting question, are the alleged esteem needs that are met by private MBA programs more responsible for stronger MBA attitudinal orientations than the alleged self-actualization needs that are met by public institutions?

The Sample

The comparative analysis involves 82 alumni (26.3% response rate) from a private-based MBA program and 104 alumni (25.0% response rate) from an institution that is publicly based. All alumni were contacted via USPS mail survey. In each case, respondents who completed the survey were asked to separately return a post-card identifying the participant, thus allowing the sending of follow-up reminders to non-respondents. This procedure enhanced the rate of return.

Table 2: Attitudinal Differences toward MBA Programs Between Public-and Private-Based MBA Alumni Using Likert Scales

Specific Variables	Means Scores				
	Public	Private	Mean Differences	*t*	sig.
My MBA program fulfilled my expectations	5.47 (1.31)* n=104	4.95 (1.68) n=82	0.52	2.31	.025
When I compare my total program expenses to the quality of my MBA education, I rate the value of my return on investment as high	5.77 (1.37) n=104	4.96 (1.63) n=82	0.81	3.60	.005
I am very inclined to recommend the _______ MBA to a close friend	5.61 (1.48) n=104	5.11 (1.88) n=82	0.50	1.96	.025

*Standard deviations are in parenthesis.

The Instruments

Each questionnaire for the respective sample assessed global MBA attitudes through the use of eight semantic-differential based pairs (e.g., undesirable versus desirable) where the negative anchor was coded as a one and the positive anchor a seven. Three attitudinal statements were also administered to alumni (e.g., My MBA program fulfilled my expectations) using seven-point Likert scales, where Very Strongly Disagree was coded as a one and Very Strongly Agree as a seven. Respondents were also asked to indicate the emphasis that "should have been" given to eleven knowledge and skill variables, where a Very Low Emphasis was coded as a one and a Very High Emphasis as a seven. Additionally, respondents were asked to assess the emphasis that "was given" to the same variables using the same scaling format and anchoring. Finally, assessments were made of part- versus full-time student status and the extent that one's employer provided financial support (total, partial, none), among other considerations.

Attitudinal Comparisons

Since the study is operating in an exploratory sense, no hypotheses were generated. However, conjecture suggests that MBA program attitudes would be stronger for those that are privately-based due to exclusivity and status. For additional insights into program unevenness, see June (2014).

The results of the global MBA program attitudinal assessment contrasting public- and privately-based alumni are presented in Table 1.

As can be seen, five of eight semantic-differential pairs evidenced statistical significance with the alumni of the public MBA institution possessing higher mean attitudinal scores. The strongest t value indicates that the valueless – valuable variable (P = .01) was the most discriminating with public-institution alumni producing a score of 5.90 on the one-to-seven point scale while private alumni scored at the 5.38 level. The lowest significance (P = .05) was attributed to the undesirable-desirable pair, with public alumni scoring 4.71 versus 4.32 for private alumni. The latter scores are just above the scale mid-point of 4.0. Overall, all scores are positive and beyond the scale mid-point.

Table 3: Results of Cross-Tabulating MBA Alumni from a Public-Based MBA Program as to Full-time and Part-time Student Status with their Level of Employer Financial Support

Student Status	Financial Support		
	Total	Partial	None
Full-time	2	5	26
Part-time	17	30	19
X^2 = 22.26 @ 2 d.f., p = .000			

A further comparison using three statements and Likert scaling produced the results presented in Table 2.

As can be noted, the public alumni have statistically higher mean scores than those from private institutions on all three attitudinal statements. Again, all scores are beyond the scale mid-point thus confirming the overall favorability evidenced in Table 1. Clearly, public-based MBA alumni have a more positive attitudinal orientation. The results of the two analyses also evidence convergent validation. In essence the use of different approaches for assessing attitudinal orientations results in a constructive replication (Lykken, 1968) and a sounder basis for claiming attitudinal differences.

Table 4: Results of Cross-Tabulating MBA Alumni from a Private-Based MBA Program as to Full-time and Part-time Student Status with their Level of Employer Financial Suppo**rt**

Student Status	Financial Support		
	Total	Partial	None
Full-time	5	1	10
Part-time	22	32	10
X^2 = 17.23, @ 2 d.f., p = .00			

Explaining Differences through Infrastructure Variables

Our first point of departure for explaining attitudinal differences between the two programs involves a review of each program's respective infrastructures. Table 3 presents the results of assessing *public-based alumni* as to their student status and employer financial support.

As can be seen, there is a statistically significant difference between the two categories (X^2 = 22.26 = .00). Overall, the results indicate that full-time students have less proportional financial support.

An analysis of *private-based MBA alumni* as to the same criteria is seen in Table 4. This outcome mimics the results of the public institution (X^2 = 17.23 ; p = .00). Overall, part-time students evidence more employer financial support proportionally than full-time, yet are there differences between the two MBA programs as to student status and employer financial support? Table 5 presents the results of a full- versus part-time student contrast.

Table 5: Difference Assessment between Public and Private MBA Program Alumni as to Full-time versus Part-time Student Status

Student Status	**Private**	**Public**
Full-time	16	33
Part-time	64	66
X^2 = 23.6 @ 1 d.f., p = .005		

As can be discerned, the public MBA program has a greater proportion of full-time students (X^2 = 23.6 ; p = .005).

This observation may lead one to view full-time students as possessing greater self-efficacy (Bandura, 2011; Pajares, 1996; Zimmerman, et. al, 1992) and a more immediate concern with their future selves (Landau, et. al, 2014; Oyserman, 2007 ; 2013). If this is the case, perhaps the greater proportionality of full-time students within the public program leads to a more favorable attitudinal orientation.

Table 6: Difference Assessment between Public and Private MBA Program Alumni as to Employer Financial Support

	Private	**Public**
Total support	27	19
Partial support	33	36
No support	20	46
X^2 = 9.54 @ 2 d.f., p = .001		

Continuing on this theme, a contrast was made between public and private MBA alumni as to the extent of employer provided financial support. The results of this analysis are presented in Table 6.

This table reveals that the alumni of the public institution have proportionately less financial support than private institution alumni (X^2 = 9.54 ; p = .01), thus this result may explain their greater attitudinal orientation through the concept of self-efficacy, or a greater perception of value from having “earned” one’s MBA degree. In other words, the MBA program may not be perceived as being gifted to them to the same extent as private alumni and thus there would be a stronger sense of self-actualization. While these results may seem to explain differences or foster hypothesis creation, they are tempered by idiosyncratic studies of each institution which, in each case, reveal that part-time students have stronger attitudinal orientations than full-time (Van Auken, et. al, 2006a; 2006b). The rationale being that part-time students have a more immediate work-related benefit from MBA program participation and thus a more favorable attitudinal orientation toward the program. Also, evaluations of differences within each program (i.e., public and private) revealed that those who had received financial aid from an employer,

Table 7: Difference Assessment as to the Emphasis that was given to Eleven Perceived Knowledge and Skill Areas between Public-and Private-Based MBA Program Alumni

Emphasis Variables	Mean Scores: Public	Mean Scores: Private	Mean Differences	*t*	sig.
Skills					
Technical preparation (ability to use spreadsheets, statistical packages, database packages, etc.)	3.86 (1.80)* n=100	3.91 (1.44) n=80	-0.05	-0.21	n.s.
Ability to work effectively on a team	4.99 (1.43) n=100	5.23 (1.46) n=80	-0.24	-1.11	n.s.
Oral communication skills	4.64 (1.42) n=100	5.10 (1.35) n=81	-0.46	-2.23	.025
Written communication skills	4.72 (1.41) n=100	5.04 (1.32) n=81	-0.32	-1.55	n.s.
Quantitative skills (ability to work with numerical data)	4.59 (1.41) n=100	5.11 (1.24) n=81	-0.52	-2.65	.025
Knowledge Based Abilities					
Ability to identify an organizational problem	4.65 (1.34) n=99	4.96 (1.16) n=81	-0.31	-1.68	.05
Ability to analyze the relationship between organizational variables	4.99 (1.43) n=99	4.80 (1.17) n=79	0.19	2.33	.01
Ability to develop workable solutions to organizational problems	4.34 (1.28) n=99	4.93 (1.08) n=80	-0.59	-3.33	.005
Ability to communicate effectively using the language of business	4.35 (1.45) n=100	4.88 (1.34) n=80	-0.53	-2.55	.01
Knowledge-Based Understandings					
Understanding concepts of the functional areas of business (e.g., marketing, finance, etc.)	4.94 (1.35) n=100	4.94 (1.21) n=81	0.00	0.00	n.s.
Understanding of how the functional areas of business relate to each other	4.58 (1.33) n=100	4.84 (1.35) n=81	-0.26	-1.30	n.s.

*Standard deviations are in parenthesis.

versus those who had not, had no impact on attitudinal orientation toward their respective MBA programs. This conclusion was based upon analyzing the three attitudinal statements and four of the semantic-differential pairs as to financial support versus no financial support. Thus, the lesser support from employers among public alumni is not explaining attitudinal orientation.

Explaining Differences Using Program Emphases

In a further attempt to explain attitudinal differences, comparisons were made between the two alumni groups as to the emphasis that "should have been given" to each of eleven knowledge and skill variables. Of the eleven comparisons, only one was statistically different ($t = 2.00$, $p = .01$) between the two groups and that referred to the "ability to work effectively on a team" with the private institution scoring higher ($\bar{x} = 6.03$) than the public ($\bar{x} = 5.66$). However, there was a statistically significant difference as to the emphasis that "was given" on six of the eleven variables with private MBA alumni scoring higher on five of the variables. See Table 7 for these results.

The only variable with a perceived higher emphasis among public-institution alumni was the "ability to analyze the relationship between organizational variables." Overall, these results do not seem to provide insights into the attitudinal differences between the two programs.

Future Theorizing

Given a systematic difference between the two institutions as to attitudinal orientations, as assessed by two different attitudinal instruments, the predictors studied failed to provide compelling insights into why the differences existed. However, it is known that the public institution worked at meeting the needs of managers in its target area. Thus, there may have been parameters external to the eleven knowledge and skill areas selected for study. The fact that the private MBA program had alumni who scored statistically higher on five of the eleven knowledge and skill areas, as to the emphasis given, suggests a more traditional approach to MBA education, while the public MBA program may have been more adapted to its region. In an effort to demonstrate the type of variables that may be more informative as to differences, Table 8 has been created to show GMAC's (2013) new assessment areas as to what is important for corporate recruiters.

As can be seen, the table evidences six key management functions, four knowledge groups and eight skill areas. The fact that the current study did not evidence the six management functions may have missed a key grouping of variables for explaining attitudinal orientations. Traditionally, MBA programs have focused on knowledge and skill areas and not management functions (Rubin and Dierdorff, 2009). The fact that the private MBA program focused more on theory, while the public institution denoted a community response to MBA education, may have impacted perception of value. Basically, the public institution may have been more responsive. Further, the presence of a stronger alumni association on the part of the public institution could have also been a contributor to attitudinal favorableness.

Study Issues

These observations may be further clouded when it is considered that there are public MBA programs (e.g., the University of Michigan) that meet esteem needs and that are theory based, while there are private institutions (e.g., SMU) that are business community responsive and may foster self-actualization. Still, the typical stereotype among the vast numbers of MBA programs is that the private university is more expensive, prestigious, and serves to meet the esteem needs of program participants, while public MBA programs are less expensive, more practical,

Table 8

GMAC's latest corporate recruiter structure: assessment of importance.

Six key management functions
Managing human capital
Managing tasks and technology
Managing decision-making processes
Managing administrative initiatives
Managing strategy and innovation
Managing the task environment
Four knowledge requirement groups
Knowledge of technology, product design and, production
Knowledge of human behavior and society
Knowledge of general business functions
Knowledge of media communications and delivery
Eight skill areas
Interpersonal skills
Operational skills
Strategic and systemic skills
Foundation skills
Learning, motivation, and leadership
Interpersonal orientation
Conscientiousness
Generation thinking

Source: GMAC (2013)

and serve to meet self-actualization needs of participants through an improvement in one's on the job performance and a furthering of one's career (Wiese, 1994). Uniquely, both private and public MBA programs should perform equally well in the addressing of the personal benefit component (e.g., enhancing one's personal growth) of MBA program participation.

Summary and Conclusions

A comparative study of different MBA programs that are AACSB accredited may shed light on the efficacy of a given program's focus. In this case, an assessment of the attitudinal orientation of alumni toward their MBA program revealed that one program was characterized by more favorableness than the other. It is believed that the resulting analysis of potential discriminators between the two programs is the first one that has sought to explain attitudinal differences between programs.

If key discriminators exist, a greater understanding of how to build MBA-program attitudinal favorableness may result. In turn, the engendered feelings may lead to favorable word-of-mouth communication and should help to bolster MBA program participation. They may also attract resources to further support the program in the areas that drive or influence program attitude. The branding of an MBA program could likewise be enhanced by the inclusion of factors that influence program attitude (Heslop and Nadeau, 2010).

The results of a private- versus public MBA program comparison as to attitudinal differences among alumni produced consistent results through the application of two divergent measurement approaches. These results revealed that the public MBA program possessed a more favorable attitude. Attempts to explain the differences through infrastructure variables (e.g., part- versus full-time student status and the extent of employer provided financial support) failed to produce insights. Further, an evaluation of eleven knowledge and skill areas showed that the private institution gave more attention to five of the six variables characterized by statistical significances. This was believed to be due to the private programs more traditional emphasis on theory.

However, it was known that the public institution attempted to be more responsive to the business community and was characterized by a stronger alumni association. It is possible that these dimensions may have been the basis for the favorable difference. It is thus suggested that future comparisons assess not only knowledge and skill areas, but also the management functions of Rubin and Dierdorff (2009). Since MBA missions may be idiosyncratic to the region, will unique managerial adaptations that have been deemed deficient help to explain attitudes? Perhaps meaningful adaptations leading to an improvement in one's job performance and a furthering of one's career through alumni association participation would lead to attitudinal bolstering (Lawton and Lundsten, 1998). Thus, an assessment of positioning dimensions may be at the heart of MBA program success. This study will hopefully encourage additional research on the variables that explain program attitude and MBA success.

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“VACATION TO BEERLAND:” ALCOHOL AND THE STUDY ABROAD EXPERIENCE

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Abstract

Wright and Larsen (2012) analyzed graffiti produced by study abroad students and depth interviews conducted with a sub sample of the student graffiti artists and found that three major themes contribute to making study abroad a consistent example of an “extraordinary experience” (Arnould and Price [1993]). The three themes identified in that study were *travel trophies, magic moments*, and *communitas.* Wright and Larsen (2012) also identified, but did not analyze in depth, a fourth theme that appeared frequently in the data and that may have been a constitutive element of the study abroad “extraordinary experience.” This study returned to the data and focused on the undiscussed theme--alcohol.

The study reviews past literature that has looked at alcohol consumption abroad primarily as a problem for program managers. It then shifts the focus to the meaning of alcohol for students participating in the study abroad program. The graffiti data and depth interviews indicate that alcohol played an important role in breaking down barriers between students and between students and locals. Students bonded with each other as they participated in various drinking activities. And by interacting with and observing locals, students gained new perspectives on the cultural role alcohol could play in their own lives and the lives of others. The key role of bars and nightclubs as meeting places between students and locals is discussed. Also discussed are the role of local alcohol brands in defining students as a cohort with shared experiences and the role the brands play in connecting students with the foreign country while they are there and in reconnecting them to it following their return home.

DESIGN AND IMPLEMENTATION RECOMMENDATIONS FOR AN UNDERGRADUATE SUSTAINABLE MARKETING COURSE

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Abstract

The aim of this article is to present the design, implementation and achieved learning outcomes of a sustainable marketing undergraduate course for faculty interested in offering a similar course or integrating elements of sustainable marketing in their curricula. The instructional process incorporated several modes of learning including experiential and integrative learning, client-based projects, field trips and guest speakers. The two main learning goals were to explore the sustainable marketing practices and study how sustainability is marketed. The student evaluations indicate that the learning goals were achieved and student consumer behavior was highly affected.

Introduction

The word sustainability seems to have become the buzzword of our times. Small and big corporations have recognized the importance of sustainability in its many forms as a means to gain competitive advantage and some have even turned it into a branding strategy (e.g. *Ecomagination* by General Electric). With the growing importance and relevance of the topic, more and more business schools are starting to open centers and offering courses and degrees for students interested in pursuing careers in sustainable business practices that will gain more significance with ever increasing laws and regulations. As the sustainability research stemming from the business schools is increasing in number and span (Aspen Institute, 2013), more efforts are made theorizing this phenomenon and providing a structure and framework to study it. Regardless, within the field of marketing education, most marketing curricula fall short in doing justice to covering sustainability. In addition, most major marketing textbooks either do not include the topic at all or at best dedicate a chapter on business ethics (Bridges & Wilhelm 2008). Sustainable marketing as a course taught on its own is an exception that seems to be confined to a few business schools, mostly at the MBA level.

It is argued that "as corporations embrace CSR (and related sustainability initiatives) and the number of CSR-related jobs grows, the imperative for business educators is to foster the mindset, to introduce students to the frameworks and tools, and to provide opportunities for students to develop the skill sets that enable them to be change makers for the companies in which they accept positions" (Borin and Metcalf, 2010, p. 141). Often times educators who recognize the prominence of the topic of sustainability (and the vast array of academic fields, disciplines, and areas it covers) and would like integrate it into business school curricula are faced with an abundance of information available to them through a plethora of popular press and academic articles. However, this abundance can have an adverse affect and could be a hindrance rather than an aid in creating courses that deal with sustainability in the business context.

The aim of this article is to present the design, implementation and achieved learning outcomes of a sustainable marketing undergraduate course for faculty interested in offering a similar course or integrating elements of sustainable marketing in their curricula. It is comprised of the following sections: the first section starts with an introduction to the key concepts including the definition of sustainability and is followed by a brief summary of the place and role of sustainability in business education. The following sections describe the course design, assignments, course assessment and evaluation. The implementation suggestions provided in the end are aimed towards guiding faculty interested in integrating sustainability into their curriculum.

Sustainability in Business Education

In the 1987 report of the World Commission on Environment and Development, better known as the Brundtland Commission, sustainable development is defined as "development which meets the needs of current generations without compromising the ability of future generations to meet their own needs." While many argue that this definition is too broad that it fails to address the expansive nature of the term, it has been considered a good starting point for discussions on the topic. The concept of sustainable development "helped to shape the international agenda and the international community's attitude towards economic, social and environmental development" (UNECE, 2013).

The last decade has seen an increase in the importance given to the role of education for a sustainable future. United Nations Educational, Scientific and Cultural Organization (UNESCO) underlined the importance of educating for sustainability by becoming the lead agency for UN Decade of Education for Sustainable Development (2005-2014) (UNESCO, 2013). In 2007 an international task force comprised of deans, university presidents and official representatives of leading business schools and academic institutions developed PRME: Principles of Responsible Management Education. Through their six principles of purpose, values, method, research, partnership and dialogue they inspire and champion responsible management education, research and thought leadership globally (United Nations Global Compact, 2013).

The revised standards in 2013 of The Association to Advance Collegiate Schools of Business (AACSB) include a strong emphasis on commitment to corporate and social responsibility making it one of the three criteria that represent its core values. Diversity, sustainable development, environmental sustainability, and other emerging corporate and social responsibility issues are regarded as important issues that require responses from business schools and business students (AACSB, 2013). Moreover, AACSB standards dictate that "the school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities" (AACSB, 2013 p. 6). "Social responsibility, including sustainability, and ethical behavior and approaches to management " (AACSB, 2013 p. 31) are considered among the general business and management knowledge areas business students of Bachelor's Degree programs and higher should study.

Beyond Grey Stripes, a biennial survey conducted by the Aspen Institute's Center for Business Education, ranks full-time MBA programs worldwide based on their integration of social, ethical, and environmental content into the curricula. Availability of relevant courses, student exposure, number of relevant courses on business impact and faculty research compose the main criteria for rankings. According to the 2011-2012 report the percentage of schools surveyed that require students to take a course dedicated to business and society issues has increased dramatically over time: 34% in 2001; 45% in 2003; 54% in 2005; 63% in 2007; 69% in 2009; 79% in 2011 (Aspen Institute, 2013). In fact, the survey reports an increase in all main criteria measured including a 30% increase in faculty research on relevant topics. Specific to the discipline of marketing the new question being posed is "how does one make sustainable and ethical marketing decisions." It is stated that "the ethics of marketing to emerging markets, deceptive marketing, and marketing to children are frequent topics of discussion" (Aspen Institute, 2013).

The increase in faculty research related to sustainability issues has led to a number of academic peer reviewed journals, some interdisciplinary in nature. These include *International Journal of Sustainability in Higher Education, Business Strategy and the Environment, and Sustainability: Science, Practice, & Policy,* an open access e-journal. Having recognized its prominence, top marketing journals have dedicated entire issues to this topic as well. *Journal of Marketing*

Education (Vol. 35, 2, 2013), *The Journal of the Academy of Marketing Science* (Vol. 39, 1, 2011), and *The Journal of Advertising* (Vol. 24, 2, 1995) are a few good examples.

Sustainable Marketing

Sustainable marketing is defined as "the process of creating, communicating, and delivering value to customers in such a way that both natural and human capital are preserved or enhanced throughout" (Martin & Schouten, 2012, p. 10). Bridges and Wilhelm (2008) provide a list of terms that differentiate sustainable marketing from other sustainability related terms. They categorize the terms sustainability, sustainable development, sustainable marketing, green marketing, social marketing, nonprofit marketing, social entrepreneurship, corporate social responsibility and corporate sustainability in terms of the type of organization (nonprofit vs. for profit) and their financial/economic, social equity and environmental objectives.

In order to adopt a sustainability perspective in marketing practices Borin and Metcalf (2010) argue that "marketing educators need to graduate students who are fluent in the language of sustainability as it pertains to marketing and who can apply sustainability frameworks to the design of new products and services" (p. 142). However, they also realize that this is more challenging than one can assume as sustainability-related concepts are relatively new ideas (Borin & Metcalf, 2010, p. 142) and marketing textbooks are falling behind catching up with the changing times and demands. The results of DeMoss and Nicholson's (2005) content analysis of 21 introductory marketing books "showed limited, sporadic coverage of specific issues, with modest exposure to general environmental awareness" (p. 338) and they conclude that business schools have yet to incorporate the vitally important area of environmentally sustainable practices, into their curricula, in part because available textbooks lack sufficient coverage. Granted that it has been almost ten years since DeMoss and Niholson's study. A more recent search of marketing textbooks with sustainability focus still yields to a low number (fewer than ten on Amazon.com on September 2014).

While we can hardly talk about a surge in the number of textbooks on sustainable marketing, it is encouraging to see that the number of marketing courses focusing on sustainability issues going beyond the limited scope of corporate social responsibility has increased in recent years (Aspen Institute, 2013). Beyond Grey Pinstripes web site indicates that while traditional marketing courses such as Consumer Behavior and Marketing Management are taught with a focus on social and environmental responsibility, many non-traditional courses have been introduced in recent years. Some examples include "New Media Green and Social Marketing" (Dominican University of California), "The Environment and the Marketplace" (Yale School of Management), "Consumerism and Social Issues" (Wright State University), and "Sustainability in Business" (University of Notre Dame).

The Course Design

The sustainable marketing course described in this paper was offered as an elective marketing course in the spring 2013 and spring 2014 semesters at a small, private, non-profit, West-coast American university with average class size of 15. Course prerequisites were introduction to business fundamentals and principles of marketing in addition to minimum 40 credit units.

Course description as appeared in the syllabus read, "this course explores the roles of marketing in a sustainable society. Sustainable marketing has two imperatives: to conduct itself in a way that advances an organization's economic success while creating a positive impact on society and the environment, and to help bring about a society that values and practices social and environmental sustainability in all its behaviors." Key learning goals were: i) introduce key concepts of sustainable marketing, ii) learn to identify sustainable marketing opportunities, link them to marketing strategy, and offer specific tactics and applications, iii) learn to incorporate triple bottom line (social, economic and environmental) goals into marketing strategy and practice, iv) learn to apply principles of sustainable marketing to an entrepreneurial context, v) improve teamwork and oral and written presentation skills.

Sustainable Marketing by Diane Martin and John Schouten was chosen as the main textbook supplemented by additional readings (see Appendix). An in-depth rather than in-breadth approach was taken and the discussion topics were categorized under the following four main areas: housing, energy, food, and fashion. Several guest speakers were invited to give presentations on their areas of expertise related to sustainability in various fields. Some of these guest speakers were the two main designers of a sustainable village to host orphans in Uganda, the director of the company that caters sustainable food services on the university campus, the founder of a non-profit organization that combats world hunger, and the founding president of a social marketing agency. Two off-campus field trips were organized; to the local recycle center and an urban ecovillage.

Course Assignments

In this section only two major group assignments will be mentioned briefly due to space limitation. One of the aims of the course was to explore how sustainability is marketed. A client-based project was designed to allow students apply their marketing skills. Marketing students teamed with students of another course titled "Urban Green Interventions" (UGI) from outside school of business to work on a joint project, which enabled and encouraged interdisciplinary integrative learning. The UGI course aimed at placing the students, called interventionists, in the role of the educator, facilitator and project manager and aided them to work with client middle schools, advocating better water and energy practices in the reduction of green house gas emissions.

The sustainable marketing students, divided into groups of their choice, worked similarly to various departments of a marketing communication agency and the instructor became the facilitator during the client-agency conversations. To promote the events and activities UGI students took part in, marketing students prepared a press kit, a web page and a social media plan document which included the following: description of the four social media platforms (Instagram, Twitter, Facebook, and Youtube) chosen, target audience, appearance and application of different social media and log in information for client access. Actual social media accounts were created and an interactive presentation was given. This project provided a real life experience as the clients critiqued their work, asked for revisions and commented on design and content aspects of the students' presentation. The web site can be reached at http://sustainablemarketing.webs.com/.

For the other project, the students were required to create a web site in which they had to apply principle marketing concepts and create the content based on their course learnings. The students decided the target audiences to be prospective students of the course, current/future employers, current or prospective students' parents, and university administration. This web site proposal was submitted to the university's sustainable campus committee to be considered for a future actual web site.

Course Assessment and Evaluation

The assessment (through analysis of student blogs, written exams, oral presentations, and group projects) of all course assignments indicates that course key learning goals (see above) were successfully met. Additionally the course attained further achievements.

It raised awareness to the concept of sustainability in general and sustainability from a business perspective in particular. It also raised awareness to social, cultural, ecological, economic and political issues in relation to marketing.

O.B.: *As a future marketing professional, I now think of sustainability as a growing trend in a rising market. I have learned that there is a growing population who are becoming more interested in the economic, social and environmental welfare of our planet. I am now capable of analyzing the different levels of competitive advantage that sustainability adds to an organization. This course has helped me develop a new way to think about sustainability. Though the word sustainability may seem too ambiguous to define, this course does a great job at helping one shape and define a clear understanding of how a sustainable company acts, and how marketers can integrate these actions and create brand value. As a marketing student, a consumer, and a future marketing employee, I have developed a new understanding of sustainability. As a marketing student, this course has enabled me to view sustainability as a culture rather than a simple term. The course has extended my understanding of how marketing functions within an organization. Through the lens of sustainable marketing, marketers can educate consumers and provide them with genuine information about the products they are buying.*

Through experiential learning (Kolb, 1984) students applied their sustainable marketing knowledge and marketing communication skills and theory to real life projects. Overall, the class has been a transformative experience for all students. Expressions like “eye-opening” and “mind-boggling” along with words like “shocked” were commonly used in students’ weekly journals, blog entries and in-class discussions.

Z.M.: *The field trip to the recycling center was a great experience, an experience that really motivated me to start recycling… This class has been a huge eye opener for me. Especially coming from a smaller town, which is always either #1 or #2 in worst air pollution in the nation. Sustainability was never taught in my years of schooling. I also love learning a different side of marketing that is not about the entertainment industry and glamour.*

Some of the biggest impacts this course had on students were the changes it had on their attitudes towards and beliefs about sustainability and their consumption behavior. The course raised their awareness to topics they were not aware of before. Throughout the course the students regularly reported the changes in their purchase decision-making processes and consumption practices including the disposition stage.

J. J.: *For my third journal entry I would like to concentrate on things I have done and items I have purchased this past week to begin my road to a more sustainable lifestyle. I made a trip to [name of store] and decided to consider new “greener” approaches to my purchase behavior. When I went to the grocery store, I remembered to bring my reusable bags so I brought my groceries home in them versus plastic or paper bags. This weekend I also made the effort to fill a bag with my recyclables and bring them over to my boyfriend’s apartment which does have a recycle bin. Although it is not the most convenient thing, I felt really great about taking that extra step. I would really like to turn these decisions this week into habits.*

A.H.: *This course has encouraged me as a consumer to change many of my consumption habits. Since attending this class, I think more frequently about the effects and impacts that my behavior has on the environment. Although, I am far from being sustainable, this course has definitely influenced my purchasing decisions. I am trying to buy products that I truly need instead of purchasing items that I will waste in the end. I attempt to eliminate waste as much as I can and conserve water and energy usage. It is important for a consumer to change their attitude and understand that each action, small or big, makes a difference in the environment and that everyone can be part of a more eco-friendly consumption society.*

Many students stated in their journal and blog entries that this course has led them to the understanding that sustainable business practices can lead to competitive advantages.

> A.H.: *This class has taught me many views of marketing. The most important aspect that I have learned during this course is how sustainability can give an organization a competitive advantage. Especially, if the company is a first mover in their industry, they benefit and profit from the innovation even more.*

They also realized that gaining a deeper understanding of and appreciation for sustainability within the business context have given them a competitive advantage in the job market as well. As business school graduates applying for jobs, they will need to brand and differentiate themselves from the competitors.

> T.D.: *As a marketing student this course has definitely given me a competitive advantage over my peers. When I apply for a job in the future this will unquestionably be something I highlight in my resume or in my portfolio. Not only does the average person not know enough about sustainability, but they most likely have never learned about it in a business or marketing sense. For example, when working on the press kit in my midterm project group, we had the idea of making a completely electronic press kit. This would not only eliminate all paper waste that we would have produced, but also will not go against our mission of sustainability. This course has prepared me for the sustainable future that is rapidly approaching; I am one step ahead of everyone else. Pretty soon, sustainability will not be a marketing strategy, it will be a requirement. Knowing what I know now, I will be an irreplaceable asset to any company. I can guide a company on how they can change their current practices to be more environmentally conscious and what future decisions they can/should make on remaining on the sustainable path. As I mentioned above, I definitely have a competitive advantage over all of my competition when applying for a job in the near future.*

Sustainability touches upon all areas of our lives and from an academic standpoint it covers all disciplines. It can only be understood when studied and researched as an interdisciplinary topic. The course aided the formation of the integrative student (Huber & Hutchings, 2004). The students who had taken the business ethics course and the academic writing course with focus on sustainability were quick to make connections between these courses. Moreover, the graphic design minors identified opportunities for their future designs.

> P.C. (a graphic design major, marketing minor): *Another interesting part of the field trip to the recycle center was when [the director's name]'s coworker talked to us about a drink he found in the vending machine and how many companies now use multiple plastics and new methods. From a designer's standpoint, I actually liked the packaging. It definitely stands out from the rest of the soda/juice market, packaging-wise. However, it didn't even occur to me that our decisions as designers might cause problems down the road, when people go to recycle the product. We did not learn anything about that in class. We focused on the design and user functionality of the product. Having the coworker rant about these new designs made me think and be more aware of the consequences of my design choices.*

Implementation Suggestions

In this section some implementation suggestions for the sustainable marketing course are provided briefly. Naturally some of these suggestions are valid for any course.

- The sheer amount of available information and resources on sustainability might be overwhelming. Deciding between an in-depth versus and an in-breadth approach would be useful.

- Invite guest speakers. It is hard for any one person to claim to be an expert on all aspects of sustainability, which is an overarching topic across multiple disciplines. Inviting guest speakers allows people with different areas of expertise on sustainability to share their views, opinions and experiences and alleviates the assumption that the instructor is expected to know it all about sustainability.
- Encourage and facilitate integrative learning. Relate course material to students' prior knowledge of business, marketing and courses from other disciplines.
- Engage in cross campus collaborations. Sustainability covers all disciplines and all sciences making it a perfect topic to approach from many different angels. You might find other instructors looking for collaborations.
- Use online forums to encourage out of class discussion. It is recommended (Seagle, 2013) to use social media sites like Facebook, rather than university online systems like Blackboard or Moodle, as most students use social media daily and find it more natural to engage with such platforms.
- Make the students create a(n) (online) knowledge bank. This encourages research and evaluation of information.
- Learn on the field from the field. Use your institution, city, state, and country as your field of exploration. Contact local businesses, recycle centers, sustainable establishments and nonprofit organizations for collaboration.
- Apply experiential learning. Find a company that has sustainability challenges and work with them.
- Make the course relatable and useful to your students. While this suggestion holds true for all classes it is of particular importance for the sustainable marketing course as students may not see the relevancy of the topics to their immediate careers or may question the applicability of course contents to their everyday lives.
- Discuss careers in sustainability. There are plenty of resources online to guide students in careers in sustainability. Great green careers website (http://www.greatgreencareers.com/) is a good start.

Concluding Remarks

We live in times when global climate change is not only part of our everyday vocabulary, but is also a reality that affects the business world. The corporate world is faced with complex challenges due to diminishing natural resources, changing consumer demand along with human induced natural disasters. As business school faculty it is our obligation to educate our students for future business models and careers. There is an increased demand for managers who can address issues beyond corporate social responsibility and tackle with business solutions that adapt to the changing times. The business schools have the increased responsibility to integrate sustainability issues into their curriculum especially given the fact that business world is seen as the main culprit for many natural disasters.

References Available upon Request

Appendix

This Appendix provides a brief list of resources faculty might find useful. The list is by no means an exhaustive one.

Textbooks

- Sustainable Marketing (2012) by Diane Martin and John Schouten, Prentice Hall.
- Sustainable Marketing: Managerial – Ecological Issues (1999) by Donald Fuller, Sage Publications.
- Sustainability Marketing: A Global Perspective (2009) by Frank Martin Belz and Ken Peattie, Wiley.

Books

- Overdressed (2012) by Elizabeth L. Cline, Portfolio Penguin.
- Waste (2009) by Tristram Stuart, Norton.
- Naked Fashion (2011) by Safia Minney, New Internationalist.
- In Defense of Food (2009) by Michael Pollan, Penguin.
- The Ecology of Commerce Revised Edition: A Declaration of Sustainability (2012) by Paul Hawken, Collins Business Essentials.
- Cradle to Cradle: Remaking the Way We Make Things (2002) by Michael Braungart and William McDonough, North Point Press.

Useful Web Sites

- http://www.storyofstuff.org/
- http://michaelpollan.com/
- http://www.tristramstuart.co.uk/
- http://ipcc.ch/
- http://www.greenamerica.org/

Relevant Ted Talks

- Tristam Stuart: http://www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal.html
- Michael Pollan: http://www.ted.com/talks/michael_pollan_gives_a_plant_s_eye_view.html
- Suzanne Lee: http://www.ted.com/talks/suzanne_lee_grow_your_own_clothes.html
- Jessi Arrington: http://www.ted.com/talks/jessi_arrington_wearing_nothing_new.html
- Dan Phillips: http://www.ted.com/talks/dan_phillips_creative_houses_from_reclaimed_stuff.html
- Ernesto Sirolli: http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen.html

Films

- Food Inc.: http://www.takepart.com/foodinc
- King Corn: http://www.kingcorn.net/
- Tapped: http://www.tappedthemovie.com/
- Taste the Waste: http://tastethewaste.com/info/film
- Dive!: http://www.divethefilm.com/

HOW TO ENHANCE MARKETING STUDENTS' PROFESSIONAL IDENTITY CONSTRUCTION?

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Professional identity is an ongoing process of interpretation and re-interpretation of experiences and it can be seen as a process of lifelong learning (Beijaard et al. 2004). Also, career success is associated with successful professional identity construction (Slay & Smith 2011). Thus it is pivotal to marketing educators to understand how marketing students construct their professional identity in order to support the construction of professional identity already during studies. Therefore purpose of this study is to deepen our understanding on different ways that marketing students use while constructing their professional identity.

The theoretical discussion on the construction of professional identity is based on social identity theory and identity process's guiding principles. These are distinctiveness, continuity, self-efficacy and self-esteem (Breakwell 1986, 1992).

The qualitative data is gathered from a Finnish business university, from an international client-based marketing course, where design and business students worked together. The data consists of feedback forms and learning diaries. The data was analyzed using qualitative content analysis (Miles and Huberman, 1984). The data analysis process has been abductive in nature, keeping the eyes open to both the theoretical understanding and the originality and distinctiveness of the data.

The results show how the students use the principles of identity construction in making sense of their own profession now and in the future. Professional identity evolves in interaction between own profession and other professions and the knowledge and skills needed in own profession become more evident. The implications on how educators can enhance the professional identity development among students are discussed.

References Available upon Request

PREDICTING STUDENT CREATIVITY: THE ROLE OF SELF-ASSESSMENT, CREATIVE THINKING PATTERNS, CLASSROOM ENVIRONMENT, AND MAJOR

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Abstract

This research examines the effect of several variables that could be considered as predictors of the creative output of business students. The sample consists of 281 business students enrolled in marketing classes at two AACSB-accredited business schools located in the western United States. About half (51%) of the students in the sample identified themselves as marketing majors. An online survey was used to collect data regarding students' own assessment of their creativity, their creative problem solving habits, perception of the instructors' support for creative problem solving, as well as other characteristics such as gender, major, year in college, average grades, and number of study hours per week. Analysis of the data demonstrated statistically significant differences in creative output by major and the ways of problem solving associated with the creative dimensions identified as "flow" and "incubation." Students' creative outputs were also associated with self-assessment of creative and artistic skills, as well as the amount of support they believed they received in their marketing classes.

References Available upon Request.

RECIPROCAL TRANSFER OF MBA LEARNING AND ORGANIZATIONAL OUTCOMES

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Abstract

Part-time graduate business education requires from students a protracted and arduous investment, while balancing work and studies. This investment in career capital also involves an ongoing reciprocal transfer of knowledge between the two settings, which is likely to be mutually beneficial for both environments as well as the student. Despite these reciprocal benefits, there exists a serious deficit of empirical research concerning part-time MBA programs and this issue of ongoing bi-directional transfer of knowledge and skills. This research deficiency is significant, given the immense potential value that reciprocal transfer of skill and knowledge would seem to represent to the process of business education, the advancement of business theory and practice, and the evolution of business practice methods.

In the present study, the explanation of reciprocal transfer is grounded in goal setting theory, which classifies goals as either learning or performance oriented. Goal setting theory offers a compelling explanation of the effects of motivation to learn and perceived utility of the MBA program on the reciprocal transfer of knowledge and skills. Goal orientation is a relatively stable dispositional variable that assumes two forms: development of new skills or meeting normative-based standards (Colquitt and Simmering 1998). Corresponding to these two forms of goal orientation, there are two types of goals: learning goals and performing goals. Learning goals are associated with complex tasks that facilitate the acquisition of knowledge and skills. Performance goals, on the other hand, often involve the selection of perfunctory tasks that minimize risks of error and judgment. By voluntary selection of performance tasks which are easy to accomplish, one can project an aura of apparent success (Seijts and Latham, 2005). The present study was developed in order to enrich the state of understanding regarding the reciprocal transfer of knowledge within this framework of goal setting.

Methods

Data were obtained by an online survey of 144 MBA students enrolled in at four US graduate business schools. These were public and private institutions in the Northeast region, a private institution in the Midwest region, and a private institution in the Pacific region. All subjects were employed while attending the university. Based on a review of the literature, a questionnaire was developed that included_an “MBA Utility Scale” designed to measure perceptions of the training value of the MBA program (Cheng 2000), and a “Learning Motivation Scale” measuring the trainee’s desire to learn program content. Finally, a scale for “Perceived Knowledge and Skills Transfer” (based on Facteau et al. 1995) was used to gauge perceptions of skill and competency transfer from MBA programs to the workplace. Partial least squares regression was used to analyze results.

Results

Our approach demonstrated the impact of learning motivation and perceived utility of the MBA on the direction and intensity of knowledge and skills transfer. Specifically, we found that:

1. Perceived utility of the part-time MBA program and learning motivation positively predispose transfer of knowledge and skills between MBA studies and ongoing job experiences.

2. Perceived utility of the part-time MBA program and learning motivation positively predispose transfer of knowledge and skills between ongoing job experiences and MBA studies.
3. Both the transfer of knowledge and skills between MBA studies and ongoing job experiences, and the transfer of knowledge and skills between ongoing job experiences and MBA studies, positively predispose self-assessed job competence.

These results show that multiple goals of reciprocal knowledge and skills transfer ~~may be~~ are in harmony, and mutually reinforcing. We also found that these two forces were important factors in the transfer process, and their effects on MBA to work transfer were relatively equal.

References Available upon Request

SOMETHING IS WRONG: WHERE IN THE WORLD ARE WE GOING WITH MARKETING EDUCATION!

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Abstract

Marketing education has been caught up in a tidal wave of change. Rather than being the proactive drivers of change, faculty are more often than not caught *reacting* to that change.

These drivers can be categorically identified in five area of modern education: 1) administrative demands on faculty with increased resources, 2) the explosion of bureaucracy, 3) demands of technology without adequate resources and research background, 4) increasing demands of conformity to "political correctness," and the deteriorating perception of faculty and higher education by the public.

Do we want change foisted upon us or are we willing to ask ourselves if these changes are in the best interest of educating students, or in our nation's best interest? Should faculty demand more control over the process?

Administrative Demands

Administrative demands on faculty have been increasing in recent years despite the growth in positions dedicated to our administrations. More, not less faculty time is devoted to tasks that are not research, teaching or service but must be dealt with forthwith. A select few include:

Accreditations (4)
- North Central
- Higher Education
- AACSB
- ACBSP

Dramatic Increase in Service over the Decades
State Regents
Shared Governance (Theory vs. Application)
Lack of Clerical Support

Explosion of Bureaucracy

Universities Controlled by Bureaucrats

Universities were once operated and administer largely by the faculty. During this period, higher education in America became the standard for the rest of the world. More and more, administrative functions are being assumed by full-time bureaucrats. It is not unusual to find that over two-thirds of all full-time employees do not teach. In some locations, administrators alone are getting close to outnumbering faculty. Much of the increase in tuition has gone to feed the ever increasing demand for bureaucratic functions.

Emphasis on Process vs. Outcomes

Bureaucrats are interested in process. That is what they do and that is the measure of their performance. Outcomes are many times forgotten. Much of the learning outcome demands of many universities, for example, are satisfied when the proper forms are completed, not because any student learning problems have been resolved. In many cases, a solution to a problem would make the bureaucratic job unnecessary and could be seen as a threat to the "problem solvers."

One of our universities takes great pride in being a teaching university with an excellent reputation for teaching and student concerns, most of which is justified. Yet a look at the school's Organization Chart showed the following: There are 12 entities (on the chart, boxes) directly under the President, only one of these (Provost) leads to the faculty. The Provost has 16 entities that report to his office, only four of which lead to the faculty. Within each faculty entity are at least two administrators between a faculty member and the Provost.

One of us receives a bi-weekly notice of university announcements and events. As this is written, the current university-wide announcement contained 7 items, the first three start with acronyms as if everyone on campus was familiar with and could read bureaucratese, including the incomprehensible announcement that a CIEP was available for ESL students. The last announcement in the list referred to holiday hours for the library. No one seems to notice that on almost all university-wide communications, the faculty (those who actually teach) are hardly ever noted except in relationship to an acronym and the usual activities of a *university* such as library accessibility are hardly every addressed.

Acquisition of Knowledge vs. Tech Fun

Technology is increasingly seen as a "fun" way to learn but knowledge acquired is still in dispute. When students avoid a face to face class due to rigor and homework demands are students learning preferences driving knowledge acquisition? A few examples to consider:

- North Central
- Memos as diagnostic tools (1/3 to 1/2 students drop class)
- Extra Credit…14 out of 17 failed to take advantage of opportunity
- Group support norms lacking

Political Correctness

Some universities seem more concerned that everyone have the correct viewpoint than they are of demanding that students think and question. Gatherings calling for "solidarity" on popular issues are once again becoming common. The danger of this to education were spelled out in a recent article in the WSJ (Nov. 9, 2014). In some institutions, professors may be afraid to speak their minds for fear of reprisals or even dismissal.

Public Perception of a Good Retirement Job for Boomers

Outcomes Based

- University degree specified on transcript based on exit exams
- Marketing Degree " " " " " " "

Charles Murray forecast this in *Real Education*. Firms will institute entrance exams prior to recruitment or as an initial step in the recruitment process…a screening out of those who do not possess the knowledge

Discussion

How much of this is being driven by money, either from private sources or state and federal demands?

Is customer driven, bottom line focus driving our institutions to the detriment of real education?

- July/August BizEd article
- UNM dorms privatized
- UNI dorms…excess allocated to support competition at the expense of faculty salaries driven by administration educators not those with financial or marketing knowledge
- Salary bases as indications of educational worth-→Vo-Tech vs. Traditional College Education

- Texas (30 years ago) invested in faculty? Might this fact have anything to do with the explosive economic growth of the state?
- The more you teach, the less you are paid.

Finally…

To insure the future, do not invest in "stuff," invest in *people.* Universities will invest in food services, climbing walls, and the latest politically correct movement but spend very little to hire and retain first rate scholars, or to measure what their students actually have learned. They make a show of measuring teaching, but will not define what it is they are attempting to measure, and will never seriously question what that evaluation has to do with student academic performance.

Neither technology nor bureaucracy should drive teaching/education. These should be tools, but increasingly, teaching, learning, and the faculty are secondary to bureaucracy and technology.

JOURNAL RANKINGS: EVERYTHING YOU NEED TO KNOW ABOUT THE VARIOUS JOURNAL RANKING APPROACHES, BUT WERE AFRAID TO ASK

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Alexander Nill, University of Nevada, Las Vegas
Gillian Naylor, University of Nevada, Las Vegas
James Peltier, University of Wisconsinm – Whitewater
James Cross, University of Nevada, Las Vegas
Steven Hartley, University of Denver
Ludmilla G. Wells, Florida Gulf Coast University
Stuart Van Auken, Florida Gulf Coast University
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Abstract

Almost every business school has gone through the process of ranking journals for merit, annual evaluations, and promotion and tenure. While this should be a straightforward objective process it seldom turs out that way. Instead, the process is typically politically charged with self-interest. This is particularly true when the business school tries to create a level playing field across departments in the college. With the availability of citation data via a variety of databases and the Web, citation based approaches to evaluating the "impact factor" of journals has come into vogue.

This session will be organized as follows. First, we will discuss the need to evaluate scholarship and what that process entails. When we evaluate scholarship, what are we evaluating? Next we will discuss the role that journal rankings play in that process and we will explore a variety of ways to rank journals. This includes relying on published studies, evaluating peer school lists, and citation based approaches. Each method will be discussed in terms of its pro and cons.

Next we will focus on specific citation based journal ranking methods. We will start by discussing in detail, the indices using Harzing's "Publish or Perish"© program (PoP) that employs the Microsoft Academic Search algorithm. This includes the H5 index, Hirsch's h-index, Egghe's g-index, Zhang's e-index, the Contemporary h-index, and the Age-weighted citation rate (AWCR). The use and misuse of each of these metrics will be discussed

Next we will look at a variety of ranking metrics calculated using the Scopus database including the Impact per Publication (IPP) measure, which is the ratio of citations per article published in the journal. We will also review the Scientific Journal Ranking or SCImago Journal Rank (SJR) which is a prestige based metric based on the idea that not all citations are the same. This method employs the Scopus database and creates a quality adjusted impact measure, using a scoring system that gives more weight to citations in more highly cited journals. We will also explore in detail the SNIP (Source Normalized Impact per Paper) measures. This approach adjusts the contextual citation impact by weighting citations based on the total number of citations in a subject field. For each of these marketing journal ranking metrics, we will demonstrate how specific marketing journals are impacted.

We will summarize the session by discussing what you need to know about the various journal ranking methods and metrics when they hit your campus.

This session is a must for marketing scholars, since their research is going to be evaluated based on a journal classification scheme. The more marketing educators know about the various journal ranking methods, the better they will be prepared to defend their research productivity.

UNDERSTANDING HOW PARADOXICAL TECHNOLOGICAL BEHAVIOR AFFECTS MARKETING STUDENTS' EXPERIENCE WITH ONLINE LEARNING TECHNOLOGY

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Abstract

This study is a beginning of the first understanding the paradoxical technological behaviour student in an online marketing courses. This study is based on consumer paradoxes of technology theory. The research reviews the current literature, develops the theoretical model, and the survey questions to measure student technological paradoxes operating within the online marketing course context, such as control/chaos, dependence/independence, competence/incompetence, efficiency/inefficiency, fulfills/creates needs, assimilation/isolation, engaging/disengaging.

Today's university students are referred as the "digital generation" as they use various technological online learning tools. Technology may be a positive influence in creating a new knowledge revolution. Instead of using technology for only its social and entertainment value, online learning methods give students the skills sets for the future career (Buzzard et al., 2011; Clark III et al., 2001; Hunt et al. 2004); students' engagement with the online facilities has a significant effect on their learning outcomes (Dowell and Small, 2011; Vrasidas and McIsaac, 1999). However, it has been reported that students have studied less because of technology (Oliver, 1996); educators have failed to create an environment for teaching and learning (Ives and Jarvenpaa, 1996); students have preferred more traditional instructional technology for effective engagement (Buzzard et al., 2011). At the same time, to provide the quality of the online learning, marketing educators need to achieve a full potential of adopting the new online technology. The current research is a first examination of the influence of the paradoxical technological behaviour on student experience with online learning technology in marketing courses.

Paradoxes of Technology and Paradoxical Behaviour in Online Learning

Our study organizes the research based on consumer paradoxes of technology. Research on consumer paradoxes of technology may be considered as a subject of a limited stream of research on mixed emotions or ambivalent behaviour.

The dictionary has defined paradoxes as a statement or proposition that seems self-contradictory or absurd, but in reality it expresses a possible truth and/or an existence of simultaneous opposite assumptions or statements, something liked or disliked at the same time (Webster's dictionary, 1998). Many research on consumer paradoxes of technology have indicated that individuals simultaneously experience conflicting positive and negative feelings regarding different components of an object or person, including technology (Johnson, 2008). Mick and Fournier (1998) vividly described the consumer "technology paradox". They have found that consumers may adopt technological products not only to obtain useful benefits but also to enjoy the experience of using them and at other times, consumers reject innovations despite their potential usefulness because of a fear of being overwhelmed by the technology. Kulviwat (2007) identified this behavior as conflicting emotional reactions on consumers' experience when they responded to innovative technology. Our study shows that consumer conflicting emotional reaction during the technological adopting has a direct connection to the online learning process. According to Bransford, Brown, and Cocking (2000), four factors significantly impact the learning process: attention, motivation, emotions, and experiences of the learner. Our study will focus on one of the factors – emotions. As an interesting fact, Paulsen (2005) identified the emotion as an unconscious arousal system that alerts us to potential danger and opportunities at the same time. The improvement of the learning process can be

Figure 1. Consumer Paradoxical Behavior Process

realized through emotions by different learning content: storytelling, provocations, emotional figures, and animations (Modritscher, 2006).

In the consumer behavior science, Johnson and others (2008) found that the conflicts more likely arise when consumers were especially interested in a service that was ideally suited to their expectations. Therefore, a paradoxical behavior results from the conflict between student expectation and realities of an online learning experience. In online learning environment, students are motivated to use online courses because it adds benefits over face-to-face learning methods. As a result of that, student expectations likely make them sensitive to paradoxical dissatisfying with the online learning experience. Because of this conflicting structure, paradoxical attitudes are regarded as weaker, less stable, and less predictable behavior (Johnson et al., 2008); and lead to anxiety and stress (Weigart and Franks, 1989), see figure 1.

Proposed Theoretical Model and Measurement of Student Paradoxical Experience in Online Learning

To understanding how paradoxical technological behaviour affects marketing students experience with online learning technology, the theoretical model was developed based on previous paradoxes of technology studies. To measure student paradoxical experience, we use the methodologies and measurements developed by several research, such as Mick and Fournier (1998), Johnson and others (2008), Kulviwat and others (2007), Japvenpaa and Lang (2005). Table 1 summarize a several paradoxes operate within the current literature.

In our research, we propose the theoretical model of seven technological paradoxes operating within the online marketing course context: control/chaos, dependence/independence, competence/incompetence, efficiency/inefficiency, fulfills/creates needs, assimilation/isolation, engaging/disengaging.

To develop the measurement of the technological paradoxes, we create the questions. The questions were developed based on author experience and previous research of the paradoxes of technology (Mick and Fournier, 1998; Johnson et al. 2008; Kulviwat et al., 2007; Japvenpaa and Lang, 2005).

7 paradoxes of technology and questions:

1. <u>Control/Chaos</u>
- I feel that the online courses create provoking chaos in my learning experience
- I little betrayed by the online courses because the technology changes so fast
- I feel less control with online courses than with face-to-face courses
- the online courses allow me to learn whatever I want to
- the online courses allow total access to my online learning tools
- the online courses facilitate complete monitoring of my learning

2. <u>Dependence/Independence</u>
- I feel that I limit my freedom by using the online courses
- I feel compelled to check my online courses more often than I need it
- I sometimes found myself automatically checking my online courses when I go online

Table 1: Summary of the Literature, the Technological Paradoxes

Mick and Johnson	Jarvenpaa	Kulviwat
Control/Chaos Technology can facilitate regulation or order; and technology can lead to upheaval or disorder	**Independence/Dependence** Context feedback (reinforcement or change)	**Cognition Relative Advantage**
Freedom/Enslavement Technology can facilitate independence or fewer restrictions; and technology can lead to dependence or more restrictions	**Empowerment/Enslavement** Influence of context on users' motivation, goals, and usage patterns	**Cognition-Perceived Usefulness**
New/Obsolete New technology provides the user with the most recently developed benefits of scientific knowledge; and new technology is already or soon to be outmoded as they reach the marketplace	**Planning/Improvisation** Context feedback (reinforcement or change) as users experience conflict**.**	**Cognition-Ease of use**
Competence/Incompetence Technology can facilitate feelings of intelligence or efficacy; and technology can lead to feelings of ignorance or ineptitude	**Competence/Incompetence** Influence of context as users are confronted with conflict situations.	**Affect-Pleasure**
Efficiency/Inefficiency Technology can facilitate less effort or time spent in certain activities; and technology can lead to more effort or time in certain activities	**Illusion/Disillusion** Context feedback (reinforcement or change) as users adopt particular coping strategies**.**	**Affect-Arousal**
Fulfill needs/Create needs Technology can facilitate the fulfillment of needs or desires; and technology can lead to the development or awareness of needs or desires previously unrealized	**Fulfill needs/Create needs** Usage process for problem solving, task performance, information acquisition, media consumption and entertainment, and social interaction	**Affect-Dominance**
Assimilation/Isolation Technology can facilitate human togetherness; and technology can lead to human separation	**Public/Private** Influence of context on reactions of users and ability to manage conflict and to cope with the technology challenge	**Attitude and Intention**

Engaging/Disengaging Technology can facilitate involvement, flow, and activity; and technology can lead to disconnection, disruption, and passivity	Engaging/Disengaging Adaptation process, behavioral changes, and learning curve.	

- I often dependent on online courses because they made my learning easy
- the online courses make me less dependent on instructor help to manage my learning

3. Competence/Incompetence
- the online courses challenge my technical abilities when I try to manage, operate, and maintain the online courses
- I feel that online courses have some technical features which make me feel dumb
- I feel strong competence and satisfaction when I use a simple design online courses, rather than a high-technological version of course
- I often experience inability and resignation to use the online courses
- If I am competent to use online courses, I will trust the learning process
- The online courses have improved my ability to learn
- I am often surprised how things I do not understand about online courses turn out to be simple
- I sometimes embarrassed after asking instructor or technician for help with the online courses
- Sometimes the online courses make me feel that my technical skills are limited

4. Efficiency/Inefficiency
- With the online courses, I spend less time to learn
- I feel that online courses are required more time commitment to maintain them than face-to-face course
- I feel that I will take more online courses if they are more easy to use
- I feel that I will take more online courses if they provide more easy to learn
- Sometimes if I have a technical problem, it takes more time to fix it than I have available
- Sometimes If I have to speak with a technician to solve the technical problem, it becomes too time consuming
- When I used online course for the first time, it was a time consuming

5. Fulfill needs/Create needs
- I feel that online courses take a simplicity out of my life
- I feel that online courses provide a solution to my learning needs
- I feel that online courses cause a whole range of new problems that I have not had before
- As soon as I took a new online course and my learning needs are taken care of, I quickly move on to find another online course
- The online courses fulfill my learning needs to graduate quickly
- The online courses fulfill my learning needs to receive professional knowledge
- As an online course user, I need to have a faster technical problem solving process
- As an online course user, I need to have a quicker response from my instructor
- As an online course user, I need to have more instructions to complete online assignments or projects

6. Assimilation/Isolation
    - I feel more connection with an online instructor than with a face-to-face instructor

- As an online user, I am more likely to be affected by university online service failures or improvements
- I feel more integrated into university operations with the online courses than with the face-to-face courses
- I seldom feel the needs to contact to an online instructor or technician

7. Engaging/Disengaging

- When I use the online courses, I feel enjoyment and self-reinforcement
- I feel that the online courses make me more passive and less active learner than face-to-face courses
- I often rely on online course tools to remind me about the course activities rather than to do it myself
- I feel that the online courses help me to engage with my classmates more than the face-to-face courses

Overall satisfaction with online learning question:

Overall, how do you feel about the online courses you have taken so far?

Future Research Directions

This research is a beginning of the first understanding the paradoxical technological behaviour student in an online marketing courses. This study has a few limitations. The first limitation of this study is that the research includes only the literature review, the theoretical model, and the survey questions on the research subject. The author realises that more research is needed to answer on question – what technological paradoxes affect marketing students experience in an online learning. The future research will develop the research methodology, collect and analyse the data, and provide the recommendations to marketing educators. The second limitation of the study is that the present research adopts the consumer behaviour theory – the paradoxes of technology. The methodology to measure the paradoxes of technology uses in this research has never applied to educational technology. It perhaps will be the first time.

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THE POTENTIAL ROLE OF SHORT VIDEOS IN TEACHING PRINCIPLES OF MARKETING

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Abstract

Research on hybrid courses and our experiences as faculty have supported the contention that, in terms of learning, the most productive in-class time is that spent on discussion, interaction, and in-class exercises versus traditional lecture. With this in mind, a set of short videos was created that covers the key lecture topics in a Principles of Marketing class. In a preliminary study we compared a group of students who had been assigned to view a video as preparation for an in-class exercise and quiz to a group that had not been assigned to do so. Students reported that the video was useful and informative in preparing them for the in-class activity and quiz yet quiz scores were strong and not significantly different for two groups. This reinforces our belief that in-class exercises can be effective pedagogical tools. The video was available to all but only students who were assigned to view the video actually did so. Going forward, viewing the videos will need to be a mandatory assignment. Furthermore, we realize that we, as faculty, will need to reinforce the value of viewing the videos by integrating their content into in-class activities. As we prepare for subsequent phases of research to assess the effectiveness of the videos we invite other suggestions on how to best utilize this exciting new tool.

Introduction

While many marketing faculty would agree that interactive exercises and discussion (“exercises/discussion”) help students engage and learn, we sometimes struggle with how to use actual in-class time. We realize that many students do not prepare for class by doing the assigned reading and that some that do may not comprehend what they have read. Hence, we feel the need to prepare and deliver a lecture or presentation on the relevant material as a prelude to exercises/discussion. This obviously takes valuable class time away from the exercises/discussion that we feel is more stimulating and pedagogically productive.

A number of recent studies have shown that hybrid online courses may represent something of a “best of both worlds” approach by enabling some of the scheduling flexibility of online-only courses while retaining the face-to-face interactions of traditional courses (Terry 2007; Estelami 2012). One means of providing such a hybrid approach is to convert traditional in-class lectures to video format, thus enabling students to learn the basic material at their own pace and schedule, while at the same time freeing up in-class time for more interactive activities. The purpose of the present study is to present an initial pilot evaluation of such a structure for a specific video-format lecture topic coupled with a related in-class exercise.

For this initial study a video was chosen that is one of a full set of video lectures that corresponds to the chapter topics in a Principles of Marketing Course. The videos were created in collaboration with a textbook publisher; approximately three videos per chapter. The videos were posted online and their availability was mentioned in class periodically. However, the students were not specifically assigned to watch the videos nor were points awarded for doing so. This initial study focuses on the effectiveness of viewing one of those videos when coupled with a related in-class exercise vs. sitting through the same lecture in-class when also coupled with the exercise.

Methodology

Two comparable sections of Principles of Marketing were identified at a large west coast public university. Both sections were taught be the same professor, enrolled 52 students, and had performed similarly in class discussion and on a first midterm.

In the first section, students were told that if they were in class the following week for an in-class exercise, they would have the opportunity for extra credit points. In the second section, students were told that they had the opportunity to earn extra credit points by watching an assigned video and then participating in an in-class exercise the following week.

We will call the students in the first section the “Lecture Group.” The students in the second section were assigned the task of watching the video. As it turned out most of the students in this section watched the video as assigned and we will call them the “Watched Video” group. Some of the students, however, forgot to watch the video and we will call them the “Forgot to Watch Video” group.

The marketing topic that was the subject of the video was professional sales with a special emphasis on the distinctions between traditional and relationship selling. The methodology for collecting the data follows.

Lecture Group – Sequence of Events:

1. One week prior to class – students were told that there would be an opportunity for extra credit points if they attended class the following week.
2. Day of class – 1) Lecture on personal selling, including traditional vs. relationship selling, 2) Role play exercise on traditional vs. relationship selling, 3) “Surprise” quiz on traditional vs. relationship selling including a few additional survey questions.

Class Assigned to Watch the Video– Sequence of Events:

1. One week prior to class – students told that there would be an opportunity for extra credit points if they watched the short video on sales (including an explanation of traditional vs. relationship selling) and attended class the following week.
2. Day of class – 1) Role play exercise on traditional vs. relationship selling, 2) “Surprise” quiz on traditional vs. relationship selling including a few additional survey questions.

Results

As discussed above, we had three groups.

Lecture group – were not assigned to watch the video. They simply arrived at class, heard an lecture on personal selling that included the definition of and distinctions between traditional and relationship selling, did a role play on the same subject, and they were given a surprise, unannounced quiz.

Watched Video group – they watched the video on traditional vs. relationship selling as assigned. Upon arriving at class, they went directly into the role-play and then they were given the surprise, unannounced quiz.

Forgot to Watch Video group – they forgot to watch the video as assigned. Upon arriving at class, they went directly into the role-play and then they were given the surprise, unannounced quiz.

Key findings follow:

- *Students appeared not to watch the video unless assigned to do so.* Not one student in the Lecture group watched the video although they were aware that the videos were available online. If we should decide to eliminate or substantially decrease lectures and count on students to view the videos, we will need to specifically assign video viewing as mandatory.

- *Students in all three groups felt and appeared prepared to participate in the exercise.* When asked, "How prepared did you feel for the in-class exercise on TRADITIONAL vs. RELATIONSHIP selling?" all three groups self rated themselves similarly. With 0 assigned to a response of "Not prepared," 1 to "somewhat prepared," and 3 to "prepared" the averages for all three groups were virtually the same.

    - WATCHED VIDEO. 1.26
    - FORGOT TO WATCH VIDEO 1.11
    - LECTURE 1.23

- *Students in all three groups performed similarly when assessed on their understanding of the characteristics of traditional vs. relationship selling.* The average scores (out of a possible 6 points) for the three groups are as follows:

    - WATCHED VIDEO. 5.86
    - FORGOT TO WATCH VIDEO 5.78
    - LECTURE 5.72

    We would not have been surprised if the "Forgot to Watch Video" group had lagged behind the other two. But this was not the case.

- *Students liked the video*. Those who watched the video commented that it straightforward, short and concise. Several mentioned that it introduced them to selling in general and the differences between traditional and relationship selling specifically.

Discussion

The results of this initial pilot study reveal that the role-play exercise was able to successfully convey the difference between traditional and relationship selling. Students in all three groups (video-lecture, in-class lecture, and no-lecture) generally performed well on the quiz. Also, students in all three groups generally felt prepared for the in-class exercise. This applied even to those students who had no exposure to the lecture. Though perhaps contrary to the value professors may assign to their lectures, these initial findings are in line with prior findings on successful e-learning practices. For instance, Kilic-Cakmak et al (2009) found that a key driver of e-learning success is the expectations students have regarding the value of the e-learning components. When students view the online component of courses as adding little academic value they are much less engaged. Given the lack of a requirement in the present study to view the videos, or a formal discussion of their value, students re-directed their focus to the in-class exercises as a source of learning value.

These findings are also in line with other research that found learning strategy had a more significant impact on performance than presentation modality when video lectures were compared to traditional lectures (Jadin et al 2009). A more focused learning strategy is more effective that casually "surfing" through the material. Given the casual presentation of the video lectures in the present study it is unsurprising, then, that they did not increase learning outcomes. This may be a function of how students utilized the videos rather than an indictment of their inherent value.

This conclusion is bolstered by students' qualitative responses to the value of the video. Students who did watch the video reported finding it to be useful, compelling, and helpful in preparing for the in-class exercise. It may be that an insufficient number of students, however, saw the value of the video in this way due to the casual nature of its incorporation in the course.

In future studies motivation to view the videos should be enhanced by the professor, perhaps by making viewing a requirement, but also by emphasizing the value and importance of the video to the students overall learning goals. Also, when assessing comprehension of material, it will be important to evaluate other potential enhancements to students' successful learning, such as video-viewing environment, reading from the text, prior knowledge, etc.

The consistently strong performance of the students, including those that did not view the video or have a lecture, reinforces our belief that classroom discussion/exercises are an effective pedagogical tool. It may be most effective to view online video lectures as an enhancement to in-class learning experiences, including interactive exercises, rather than as a standalone learning tool, or a replacement for in-class lectures with no additional interactive component.

Our goals in moving this research forward are to evaluate these different approaches, via more rigorous evaluation of learning outcomes between traditional lectures, video-only lectures, and hybrid approaches. To that end further studies of a much larger sample of over 300 Principles of Marketing students will be conducted to evaluate not just standard student performance measures such as exam scores, but also their level of satisfaction with both the process and their perceived level of subject competency.

SUPPORTING STUDENT LEARNING WITH MOBILE INSTANT MESSAGING

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Abstract

This paper explores the use of mobile interaction platform to support student learning. Recent new developments in mobile applications (app) avail new opportunities to access information, connect, communicate, collaborate and network for education purposes. This paper reviews some apps for Mobile Instant Messaging (MIM), a messaging technology that supports real-time synchronous and asynchronous interactions with text, image, audio, and video on mobile devices. We propose a study testing some hypotheses applying MIM to support student learning.

Literature

Mobile technology holds great promise to be a supplementary communication medium to reduce transactional distance between educators and learners (Fuegen, 2012; Park, 2011). For example, short message service (SMS) on mobile devices is adopted to reduce the perceived physical separation and psychological distance between learners and instructors of distance education (Lim, Fadzil, and Mansor, 2011).

Using chat technology to engage students in online discussion and collaboration leads to deeper processing of class materials. In the context of collaborative learning, Mobile Instant Messaging (MIM) shows better teamwork performance than personal computer-based instant messaging and bulletin board system (Kim, Lee and Kim, 2014).

Rambe and Bere (2013) reported a case of adopting MIM (Whats App) for instructors and students to model future workforce practice. Indeed, more than 91% of college aged mobile phone owners send or received text messages monthly, compared to 65% of them send or receive email (GfK MRI Reporter 2013). About 40% of college aged owners participates in video calls or chat from their phones (Duggan 2013). On average, college aged smartphone owners send and receive nearly 4,000 texts per month (Experian, 2013). These usage percentages have been rising over the years, however, literature in marketing education rarely reports the share of student text usage for learning purposes.

New developments in mobile technology further create powerful communication format: messages using apps that add images, videos, and audio clips have become increasingly popular world-wide (Statista 2014). An app is a self-contained program or software designed to perform a particular function on a mobile device. The leading messaging apps grow large user base because they connect people worldwide, offer unique functions and are free. Most apps only need a working smart phone to sign up and the permission to search contact lists to connect to other users of the same app. The digital natives may be better prepared for a future of ad hoc, always-on collaboration in a fast-moving and geographically diverse workforce, an environment that may require a different emotional and intellectual skill set than those that most educators now possess.

The following hypotheses are proposed and tested with responses from students using MIM and/or emails for learning interactions:

H1: Given both options, students use the same amount of email and MIM to initiate interactions with instructors and classmates.

H2: Given both options, students use MIM and email to interact with instructors and classmates for different subject contents.

H3: Students using both options of MIM and email to interact with instructors are more satisfied with the overall learning experience than those using only email.

VISUAL MAPPING FOR TEACHING *AND* ASSESSMENT

Shelby McIntyre, Santa Clara University
J. Michael Munson, Santa Clara University

Introduction

Despite the proliferation of organizations that either mandate or advise colleges and administrators about how to develop and implement Learning Objectives (LOs), there remain numerous, and often major impediments. The importance of determining, articulating and measuring the extent to which LOs are achieved is problematic, at many levels and for many stakeholders. This is particularly true for the Marketing discipline where the "knowledge" is often extremely situation specific (for instance, in a company) and there are few true "principles," even though the word is in the title of many Marketing textbooks (See Exhibit 1 – Preamble).

"Visual Mapping" Approach for Developing Course Content and Assessing Course Learning Objectives

The unique characteristics of domain-knowledge in Marketing courses, combined with the other problematic issues characterizing course content creation and current assessment practices, highlight the need for an improved approach which can simultaneously target both the objectives of *teaching* and *assessment*. Toward this end we propose an approach we call "Visual Mapping" (VM) that can be used in two ways: first to help guide faculty in the process of course development (e.g. identifying, integrating, and structuring relevant pedagogic content), and second as a method for assessing course learning objectives. VM is a pedagogic approach that should be, and often is an aid to student learning. For instance, our Market Analysis case-based course employs such a visual map as an overall framework for the course (Exhibit 2) and a way to organize the case examples (Exhibit 3).

Our thesis is that VM can not only be used in the process of course development and teaching, but also that VM can then be "flipped" and used for course-level assessment. Such assessment is done by utilizing the "Visual Map" in a sequence of assessment steps, which we refer to as the *Recall*, *Mapping*, and *Application* framework (see Exhibit 4). We have found that this approach helps mitigate some of the previously noted problems. More specifically it is designed to engage those faculty most directly involved in teaching the course; it is more transparent regarding how specific LOs are developed, assessed, and scored; and it is more "intuitive" and easy to develop. The method capitalizes on the natural spatial mechanisms of the human brain. "Intuitive" means that the LOs will be based on, or closely grounded in actual course content and "chunked" according to a spatial representation (as explained in more detail below).

Description of and Rationale for the "Visual Mapping" Approach

This approach is grounded in the belief that LOs should be based upon the most important aspects of course content that a student should learn to demonstrate competency in that course area. Competency is composed of three dimensions: *recall, mapping* (e.g., chunking organization), and *application*. These three dimensions are highly relevant to assessment efforts because they relate to Bloom's learning taxonomy (Krathwohl, Bloom and Masia, 1964). *Recall* is reflective of Bloom's lowest level of learning, namely "Knowledge." *Mapping* is a form of Organization and Integration similar to his second level of learning, "Comprehension," which is reflected in the students abilities to demonstrate that they understand information, grasp meaning, to order, group, and infer causes, to summarize, describe, and predict consequences; and *Application* is similar to several of his higher levels of learning, particularly Bloom's references to:

- “Application” (ex. use information, methods, concepts, theories in new situations; solve problems using required skills or knowledge, to examine, modify, relate);
- “Analysis” (ex. seeing patterns, organizing parts, identifying components, analyzing, explaining, comparing, inferring);
- “Synthesis” (ex. use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions, rearrange, substitute, plan, create, design, invent, formulate); and
- “Evaluation” (ex. compare and discriminate between ideas, assess value of theories, presentations, make argument-based choices, verify evidence, assess, test, measure, recommend, discriminate, support, conclude, compare, summarize)

http://www.ion.uillinois.edu/resources/tutorials/assessment/bloomtaxonomy.asp).

The central idea of the “VM” approach is that the LOs for a course are grounded in those major aspects about which the student is expected to gain competence, e.g. be able to recall, organize and apply. Such aspects may manifest in various forms, particularly for example, in underlying theories, models, frameworks, or paradigms that define, reflect, reveal, and certainly apply the most essential course material.

It is important to understand that virtually any course could be “organized” and taught around one overarching Visual Map and then broken down into sub-maps as the course progresses. [For example, even though there are multiple, competing theories of human learning that might be covered in a Consumer Behavior course—say cognitive vs. behavioral learning --- both could be presented within the same single overarching Visual Map as key “internal variables” that can influence a consumer’s decision making process. Different parts of the Visual Map could be taught as separate modules (each with its own relevant teaching materials, including textbook chapters, reading, homework exercises, field projects, etc.). The Visual Map would be presented at the course outset, as an overarching visual about the key content topic-areas that the course would cover. The course could be modularized by topic area, largely following the flow of the key variables that were defined in the overarching Visual Map. To enhance student learning, it is important for instructors to repeatedly show and allude back to the overarching Visual Map (whatever its form—be it a graphic model, a schematic, or even a diagrammatic equation, etc.). Alluding to the Visual Map is also especially important at those points in the course when the topic is switching from one key component of the map to another (for example, when shifting gears from a module on pricing to a module on promotion in the Principles course, or from a module on motivation to one on attitudes in a CB course). The benefit and power of using such overarching Visual Maps for teaching is well supported (McIntyre and Munson, JME 2008). One informative study from the medical education literature (Novak, Mandin, Wilcox, and McLaughlin, 2006) found that “students who develop expert-type knowledge structures … use a conceptual framework in so doing, were more likely to keep (that) knowledge . . . than those who did not use a conceptual framework” (p. 6).

Visual Maps at All Levels: Program, Course, or Concept

Visual Maps have broad applicability for both pedagogy *and* assessment; they are certainly not confined to just the course level. For instance, Exhibits 5, 6, and 7 show VMs in use at the Program, Course and Concept level respectively; and Exhibit 8 shows a VM of Bloom’s Assessment Taxonomy.

In summary, Visual Maps can be considered not only for the purposes of pedagogy, as is already widely practiced, but also as a tool for assessment at the program, course, or concept level.

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Exhibit 1: What Does It Mean to "Know" Marketing

Preamble *(The Uniqueness of Marketing Specific Domain Knowledge)*

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It is very instructive to consider how Procter & Gamble, the pinnacle of marketing achievement and the inventor of the brand management system, handles brand team assignments.

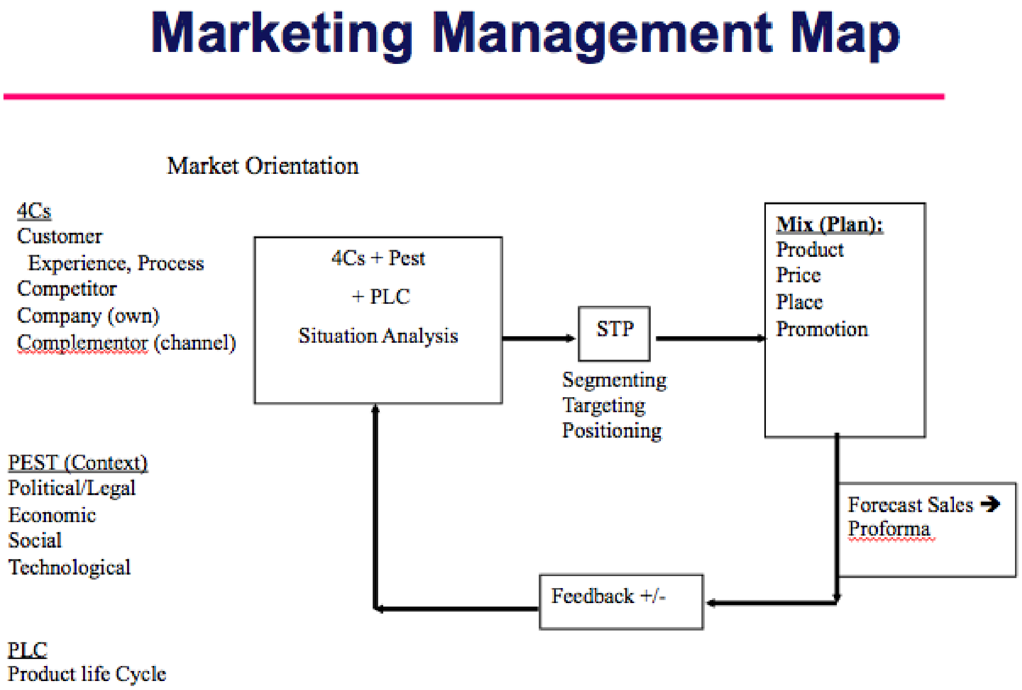
At P&G, if a brand assistant is assigned to the Scrub & Soft brand, that person is going to learn a tremendous amount about that single brand. The brand assistant is going to know how Scrub & Soft is doing in each metro area around the country, who the category competitors are, what the segments of consumers are, what advertising has worked best, what types of promotions have been most profitable, and much, much more. It is almost as if the brand assistant is getting a Ph.D. in just Scrub & Soft. So, based on this enormous knowledge base, it would seem that the brand assistant would stay with Scrub & Soft and be promoted eventually to Assistant Brand Manager, and ultimately to Brand Manager of this same brand.

But no!! P&G instead rotates brand team members from one brand to another on what is sometimes termed the "brand merry-go-round". The fact of this rotation tells us that P&G values the "process of analyzing the situation" more than it does specific knowledge about the brand and its competitors.

The fact of the brand-marry-go-round tells us that Marketing is more like engineering than basic science - - it is an application area where frameworks and processes are applied.

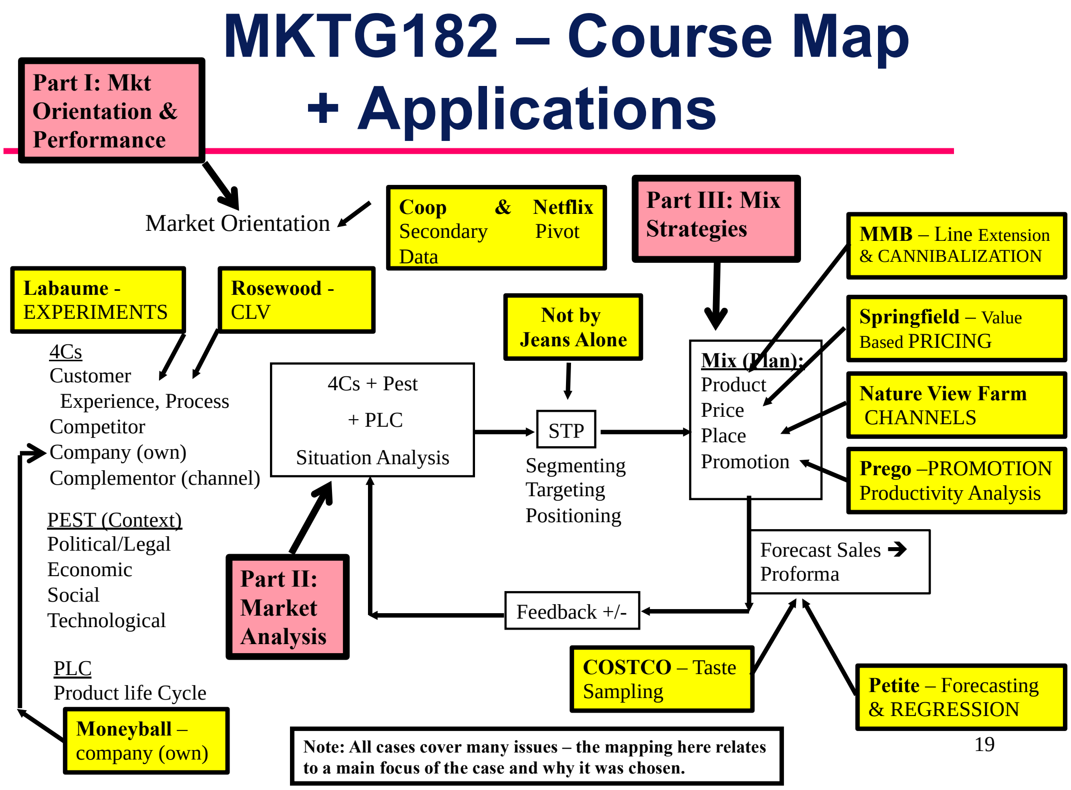
Exhibit 2: Course-level Assessment

MARKETING MANAGEMENT PROGRAM MAP



This is an example of a Visual Map used in a Marketing Management course called "Market Analysis" and it represents the essence of a Marketing Plan in terms of a spatial diagram that students find easy to remember. This is then used as a *Recall* task for students. Subsequently, it is presented as a blank diagram, e.g., without the terms included, and the *Mapping* task is to put the terms where they belong. A final question asks for *Applications* from the course for each of the terms. These applications are typically marketing cases that have been studied and linked to the different terms in the diagram.

Exhibit 3: Course-level Application Assessment



This is an example of the Visual Map for a course along with the Applications used in the course. Students are expected to provide and explain such applications. This relates to the highest level of assessment on the Bloom Taxonomy of learning objectives and thus learning outcomes. Students are also expected to provide examples from a newly provided case study in terms of mapping it onto the course framework as above.

Exhibit 4: Visual Mapping for Course Assessment

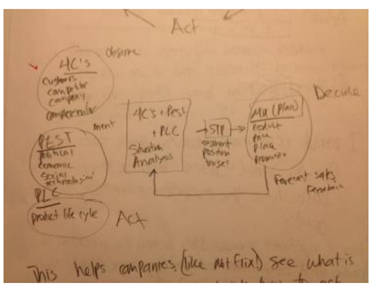
Based on the pre-amble (Exhibit 1), plus the other problems identified with developing course content and assessing student learning outcomes, we have developed the Visual Mapping (VM) approach. It allows for simultaneous achievement of both pedagogic development and assessment objectives. In the process of pedagogic development it allows faculty to identify, structure and "chunk" course-relevant content into a more coherent body. This content can then be "flipped" or dovetailed with the *assessment* part of the VM Approach, as embodied in the **Recall, Mapping and Application** paradigm for assessing marketing student competence-in-the-course and marketing-knowledge (as shown in Steps 1-3 below). These are skills, habits of mind, and knowledge that most differentiate students in the Marketing discipline from their peers in other departments.

Step1 ➔ Recall – Starting with a blank sheet, marketing students should be able to recall and describe important structures and processes that constitute the foundation of problem-solving in the marketing domain of business.

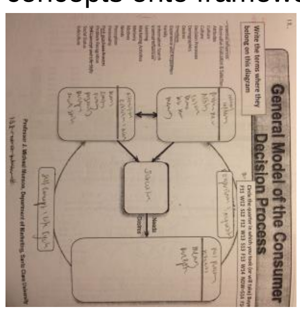
Step2 ➔ Mapping – Starting with a structural diagram (e.g., a framework without words) of the marketing domain, marketing students should be able to map a list of key concepts and terms into the diagram where they appropriately pertain.

Step3 ➔ Application – Starting with a structural diagram and key concepts and terms, students should be able to relate, describe and execute applications of those concepts and terms.

RECALL: Draw the course framework



MAPPING: Map the concepts onto framework



APPLICATION: produce & explain applications

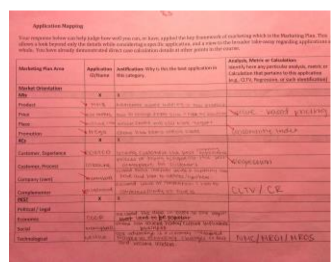
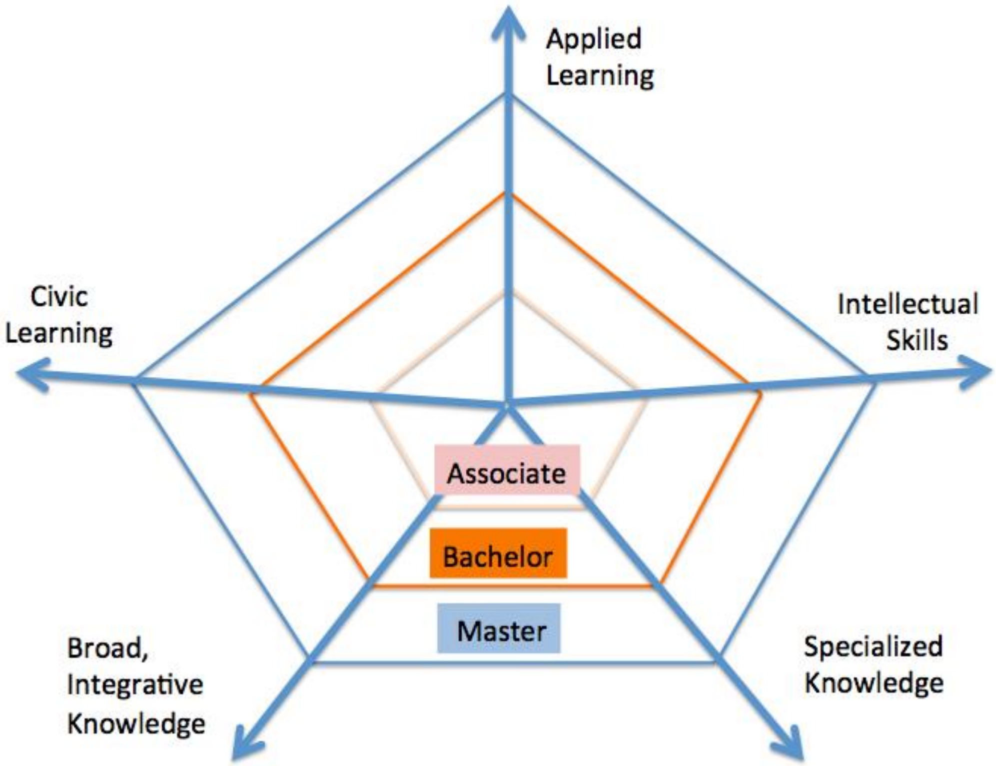


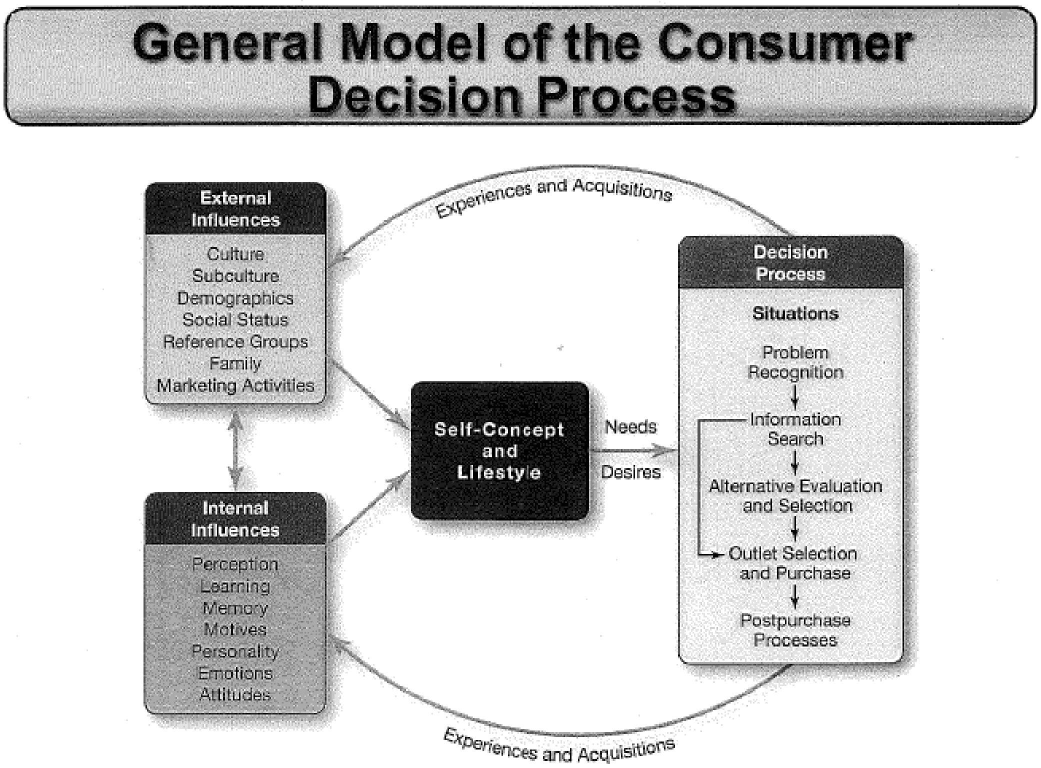
Exhibit 5: Program-Level Assessment



This is an example of a Visual Map being used as a framework for Program-level assessment at the Associate, Bachelor and Master Program levels respectively. It is called the Degree Qualifications Proficiency (DQP) framework. Clearly it is a "Visual-Map-for-Assessment" and is backed by the National Institute of Learning Objectives Assessment which has sponsored it as part of a $1,000,000 grant from the Lumina Foundation. This is an example of how helpful a Visual Map can be as the overarching framework for assessment.

Exhibit 6: MKTG183 – Consumer Behavior

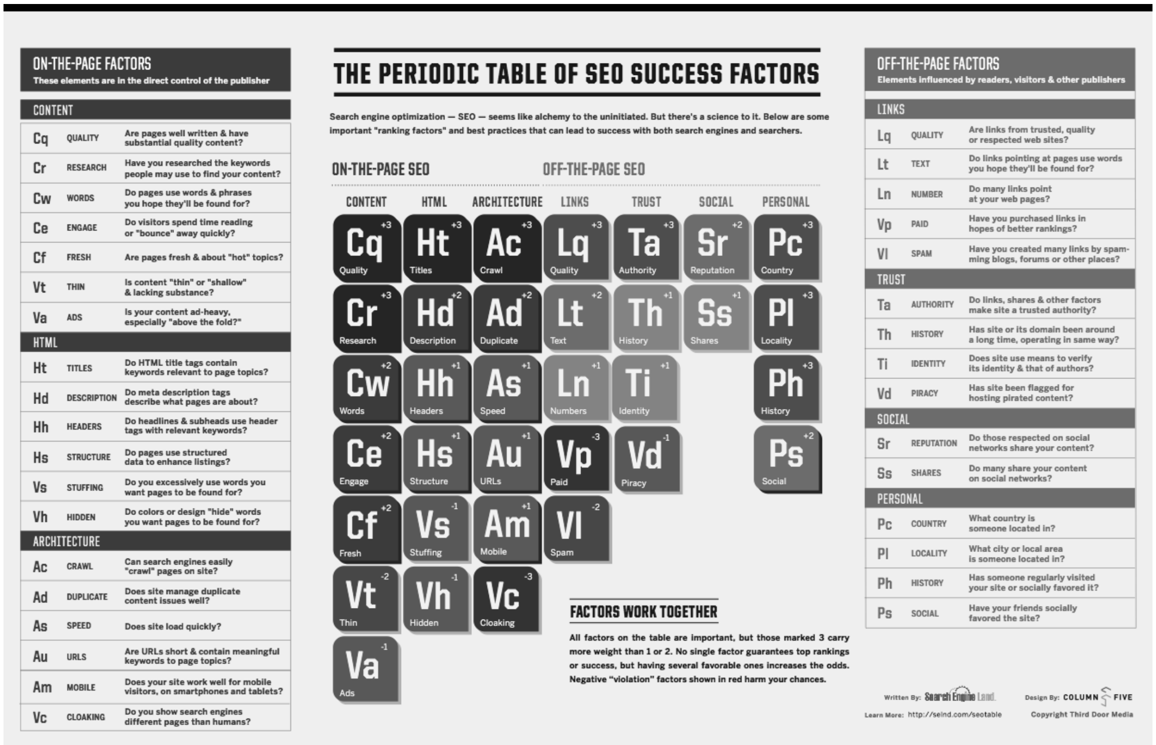
Course Level Visual Map and Assessment Framework



Professor J. Michael Munson, Department of Marketing, Santa Clara University

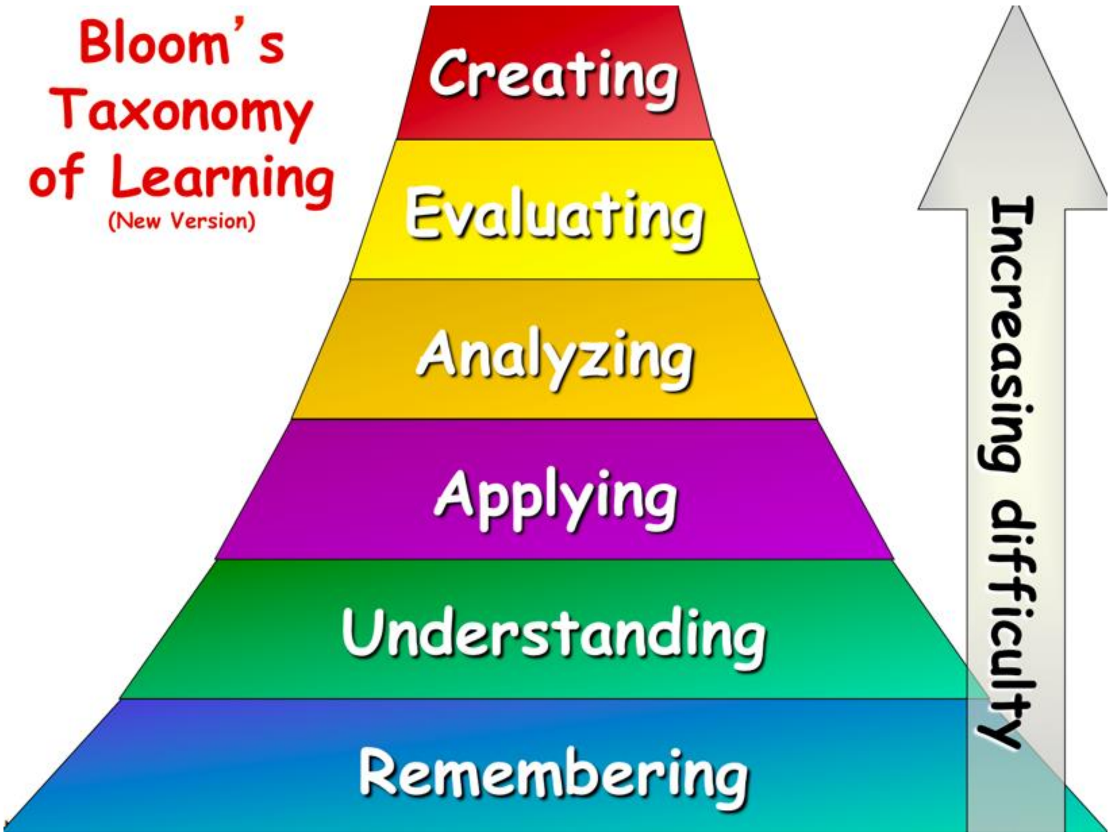
This is an example of a Consumer Behavior course cast as a Visual Map based on the model of Hawkins and Mothersbaugh (2013). We have found that it helps students to easily see and remember the overall framework of the course. It is also used as an assessment took for Recall, Mapping and Application on the final exam in the course.

Exhibit 7: Concept-Level Assessment



This Visual Map is at the concept level and does a good job of breaking down the many aspects of Search Engine Optimization (SEO), into a great number of components, but that are then easy to learn and recall because of the spatial arrangement and nomenclature involved along with the students' prior familiarity with the periodic table from freshman chemistry. Even the color scheme of the original graphic conveys a lot of meaning. Also, as noted, the "factors work together" section (lower center of this **VM**) also enhances the analogy to the chemistry periodic table.

Exhibit 8: Bloomberg's Taxonomy of Learning Objectives



This Visual Map shows that even Bloom's Taxonomy itself is often presented as a Visual Map. This taxonomy is at the heart of stating course objectives and guides the intent of assessment at different levels in terms of increasing degree of attainment or difficulty.

DO STUDENTS NOT CARE ABOUT EXTRA CREDIT OPPORTUNITIES? INVESTIGATING STUDENT PERCEPTIONS OF EXTRA CREDIT VALUE VS. EFFORT

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Abstract

Giving "extra credit" work to students has been a controversial and hotly debated pedagogical issue for the last 20 years (Blood et al. 1993; Groves 2000; Muztaba Fuad and Jones 2012; Norcross et al. 1989; Weimer 2011). Previous work has focused on the faculty perspective discussing benefits and drawbacks associated with extra credit work (e.g. Hill et al. 1993; Norcross et al. 1989). Other scholars have investigated the use and effects of pop quizzes and other extra credit assignments on students' final grades (Thorne 2000; Oley 1993). Some authors have criticized that the empirical exploration of understanding students' motivational and performance efforts remains scarce and "rarely appears in the literature" (Mays and Bower 2005, p. 1). Besides a gap of empirical work it further appears that most existing studies stem from Psychology or Information Science. Yet it is surprising that, even though the topic of extra credit is considered a common practice in marketing education (Ackerman and Kiesler 2007), there is a wide gap within the marketing education literature. For example, a quick search in the *Journal of Marketing Education* for the keyword "extra credit" shows only 25 search results; yet none of those papers address motivational or performance effects of extra credit. A further search in *Marketing Education Review* yielded no results at all. To the authors' knowledge, the topic has only been addressed once by Ackerman and Kiesler in the 2007 MEA Proceedings who conclude that for "such a common part of the marketing education curriculum, we know surprisingly little about its impact on students" (p. 123).

The lead author became more interested in this topic during the fall semester after realizing that only a fraction of students made use of several extra credit opportunities. In this particular case, extra credit was offered each time a guest speaker came to class. After each talk students had to submit a 2-page, double-spaced paper summarizing and reflecting on a guest speaker presentation in class. While each extra credit homework assignment accounted only for 2% of the final grade it also equaled a full letter grade of an exam. As the average of the exams in each of the different courses was between 70 and 75, the instructor was expecting that a majority of students would try to make up lost points of the exams. Previous findings by Ackerman and Kiesler (2007) or Muztaba Fuad and Jones (2012) suggest that extra credit can motivate students to work harder. Yet, the observed lack of student motivation and behavior contradicts the scarce findings in the literature.

Based on the current research gaps, the authors plan to conduct a survey among students to investigate their motivations and perceptions of extra credit assignments. In particular, the authors are interested to find out if written out-of-class assignments are perceived as a larger "hurdle" than an in-class pop quiz. The panel discussion will focus on sharing the study results and discussing the topic of extra credit for the marketing curriculum in general.

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NEW ECONOMY LEFT-BRAIN MARKETING

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A common question often asked in Marketing is, "Is Marketing an art or science?" It can still be said to be both, but many argue the balance is shifting. It can be argued that telecommunication and computing have swept away the many of the traditional, old economy barriers and forced marketers to address a "customer centric" marketing process from a scientific perspective. Forrester indicated we are in the new era known as Left Brain Marketing that is being fueled by three trends (Matthew, 2004). Trend one is technology and computing has brushed aside media-distribution barriers. Given the competing outlets, channels and mediums, it is harder to get messages our efficiently let alone to an audience that wants to hear the message. Trend two addresses electronic communications that allow identification of household/individual thus enabling tailored direct, narrowcasting communication. Trend three allows for the technology shift to interactivity gain more knowledge about target audiences in a very cheap fashion. These tends can lead to sloppiness if discipline is not applied. Leading marketers see the need to bring a more analytical approach to marketing efforts. In short marketers need to combine marketing, analytics and technology; or developing a more concrete impact in dealing with deep audience knowledge, analytic techniques and closed loop measurement practices. (Anderson, 2005). If not there will continue to be more corporate episodes like when Target invades personal lives in a manner leaving those involved feeling violated as their personal lived invaded (Duhigg, 2012).

One can argue this is moving marketers to become more left brain thinkers versus the right brain as traditionally viewed. It can be said, marketing needs to embrace both and more importantly, marketing educators need to devise ways to ensure both right brain as well as left brain thinking in part of the business/marketing curriculum. For this session, the focus will be on how to bring left brain thinking to the marketing education process. Authors like Peter November, indicated that the educational process is basically left brain, and business educators need to take every opportunity to insert right brain learning into the process (1993). November saw right brain learning as "management" or how to deal with people, fellow workers, not how to creatively reach customers, a very critical part of marketing education which is for another session. It has been argued that right brain learning in marketing is the creative, intuition, and empathy seeking process. This session wants to argue "Left brain" thinking has come to marketing, but not in the traditional accounting or finance perspectives. Left brain marketing needs to apply analytics and technology to assess those creative, intuitive, empathy based marketing activities/initiatives.

Presenters will show how they are bringing left brain, number based decision making to the marketing classrooms. How numbers affect their perceptions, thus influencing their decision making, and how they understand and embrace/apply marketing strategies. One can look at the success of Hyundai, which has embraced the balance of left-brain and right brain choices customer bring to the consumption process to highlight the need for both right and left brain marketing . They wanted to develop stability and consistency, not just create new, big ideas in a flamboyant way. (Halpert, 2011). The session will look at how to get the students to view marketing numbers from a marketing point of view versus the traditional "bean counter" perspective and the challenges encountered in the process.

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2015 BEST PAPER, 2nd Runner Up

THE IMPACT OF ONLINE STUDENT-PROFESSOR RELATIONSHIPS ON COURSE PERFORMANCE AND TURNOVER INTENTIONS

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BUILDING MOBILE APPLICATIONS AND EMPATHY: HOW TO UTILIZE DESIGN THINKING IN MARKETING EDUCATION

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Extended Abstract

This paper presents an innovative teaching methodology for building and improving digital marketing and critical thinking skills. The course assignment outlined demonstrates how marketing students can utilize the design-thinking process to create a mobile application. The objective of this paper is to give insight on how to implement this process in a marketing course, and further develop guidelines to create an enriched experience for students. This paper empirically evaluates the students' experience, and validates a project that can add value to the contemporary marketing curriculum. Findings show how design thinking enables students to further understand the course material, while building empathy, and improving communication and technology skills.

As marketing educators, we are given the difficult task to train our students for their future careers without really knowing exactly what those future careers will look like, what technology will be used, or what problems future customers and companies will have. In order to better prepare our students for a future with so many unknowns, it is essential that we teach critical thinking processes that will always be important, no matter what the future brings. At the same time we must also educate our students on technologies that are currently available so students are better equipped to enter the modern marketplace.

One example of a current important development is mobile technology, which has potential for many opportunities in the classroom. Due to the widespread use of mobile marketing, I employed the design-thinking method in order to create a mobile application in my Consumer Behavior course. Prior research has promoted the integration of social networking media in the marketing curriculum (Cronin 2011; Granitz & Koernig 2010). Some of these methods include using Twitter (Lowe & Laffey 2011), website platforms (Hollenbeck, Mason, & Song 2011), and blogging (Schiele 2013; Demirbag, Kaplan, Piskin, & Bol 2010). This research shows how marketing educators are utilizing strategic technology tools to create an innovative learning environment in the classroom and improve student engagement and learning outcomes.

In Consumer Behavior course of fall 2014, students used the design-thinking process to create a mobile application for new students at Woodbury University. The project empowered the class to think creatively in order to solve the problems of others. In the assignment, the design thinking method from Stanford University was utilized to create a unique learning experience (dschool.stanford.edu). Using this process, the class first created an Empathy Map to discover the needs and problems a new student at Woodbury may encounter. Next they brainstormed how to solve these problems using a mobile application. Then they utilized the Wix program to design a mobile app, and tested these applications in focus groups made up of their target user. Presentations give students an opportunity to publicly demonstrate knowledge they have learned (Pascerella & Terezini 2005), so the final step of the project was for the groups to present their final products to the Chief Marketing Officer of Woodbury, and the Dean of the School of Business. These two key decision makers for the university are judging which of these mobile applications will actually be created to launch next year at the university to improve the student experience.

At the end of the semester I administered an assessment survey to the students in order to further understand their experience using design thinking and creating a blog as part of their coursework. The survey asked questions to determine what they learned, what they liked and did not like about the assignment, and what improvements they would like to see in this assignment in the future. The survey from the students had interesting results, such as most

students had heard the term “design-thinking” in other courses, but this was the first time that they used the formal process in class. Another interesting finding was that 100 percent of the students had never created a mobile application before, so learning how to design an app was one of the biggest challenges. But on the other hand, it was also the biggest reward. The students also indicated that they learned more about how to apply the needs and wants of a target consumer directly to the design of a product.

The area that the students felt were most difficult about this assignment was actually using the technology. Since we were using a free program to create the applications, the students were frustrated when the software would not allow them to create features that were advanced. This free site offered good templates for mobile applications, but were very difficult to manipulate to create the user-experience they were hoping to achieve. The students suggested several improvements to this assignment, many of which I would like to implement the next time I use this project for a course. Overall the students enjoyed the project, but thought that this would be even more beneficial if the class collaborated with a company that creates mobile apps.

The students found the most rewarding part of this assignment to be that this project was being presented to key decision makers at the university. They were driven to work harder on the project since they knew that there was a chance their product would actually be implemented on-campus. The fact that they could have a part in creating a solution to benefit others was very rewarding to them, and made them more engaged in the assignment.

This study demonstrates the possibilities associated with conducting design-thinking projects in the classroom. Faculty guided experiences create authentic forms of engagement, but it is important that the project is implemented in an intentional manner. A successful project can enhance student confidence, while promoting subject learning and technology skills. The distinct curriculum in this course created a memorable student experience, and promoted four essential elements of learning: critical thinking, communication, collaboration, and creativity. This paper demonstrates the possibilities associated with utilizing mobile application technology to enhance learning in marketing courses.

References Available upon Request

EVALUATION OF AN ONLINE STUDENT RESPONSE SYSTEM

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Abstract

The objective of this study was to assess an online student response system. I have previously used hardware-based student response systems (SRS). Consistent with the literature, I had found them to be effective in enhancing classroom engagement. However, also consistent with the literature, I found that hardware-based SRS presented occasional technological problems and to be slow to set up. I postulated that an online SRS system might enhance the classroom environment but not pose the technological issues experienced with hardware-based systems. I used an online SRS system in two marketing classes. Indeed, students reported that the use of the online SRS enhanced their learning and enjoyment of the class. Survey results indicated that they verbally participated at an increased level versus previous classes and that they preferred the online SRS to the hardware-based system. The students and I found that the online SRS posed much fewer technological issues and took less time to set up.

Introduction

The socio-constructivist approach to learning supports the view that students learn through social interaction; listening, questioning, answering, discussing, etc. (Hickey, 1997). Through cognitive processes, they "construct" an understanding of the material covered in a given course. Hence, the instructor's role is to provide the opportunity for the students to become an "active learners," fully engaged in the classroom and learning process.

As a supporter of this pedagogical approach, it was with some excitement that I first tried a hardware-based student response system (SRS) approximately four years ago. I believed that the use of SRS would increase student engagement. First introduced in the mid-1980's, hardware-based student response systems have also been referred to as remote response systems, clickers, group response systems, electronic response systems, and personal response systems.

It appears that SRS have established a strong foothold in higher education. The company, Audience Response Systems, refers to themselves as the original supplier of SRS and advertises that they have a rental "fleet" of 10,000 keypads available (www.audienceresponse.com). They appear to be targeting the corporate events market. Another supplier, Turning Point, discusses their commitment to higher education on their website and claims to have 2,300 U.S. colleges and universities using their system with six million units sold (www.turningtechnologies.com). Similarly, iclicker states that their systems are in use in 1,300 higher education institutions (www1.iclicker.com).

My experience with a hardware-based SRS generally mirrors the results that researchers have reported in the literature. My course evaluations indicated that students enjoyed answering the SRS questions and seeing how the class responded overall. These positive comments are consistent with the findings of Carnaghan (2007), Hoffman (2006), Keogh (2009), Permursoso (2011), and Presby (2006) all of whom reported positive assessments of SRS.

Both my students and I experienced frustrations with the hardware-based SRS "clicker" technology. The clicker system took time to set up in each class. Students sometimes had technical issues in getting their clickers to work. Also, students were very frustrated with the cost of the clickers. They purchased them at the beginning of the semester with assurances from the bookstore that they would be able to return them at the end of the semester.

Unfortunately, the bookstore had an oversupply of used clickers at the end of the semester and refused to accept any additional units.
Cunningham (2008) reported that students complained that the clickers did not always work and you could not participate if you forgot your clicker. Keogh (2009) stated that it took 8-12 minutes to get each clicker to work and that cost was a negative factor. Ghosh (2009) suggested that faculty needed to share SRS questions in order to lower the "time investment" for new faculty wishing to get started with SRS.

While I was pleased with the enhanced student engagement that the use of SRS brought, I was frustrated with the technical and cost issues associated with the hardware-based system I was using. Hence, it was with great interest that I recently learned about online SRS.

Online Student Response Systems

In recent years, online SRS have emerged as an alternative to hardware-based SRS. They provide similar capabilities as hardware-based systems, but as the name implies do not require dedicated hardware or clickers. Instead, students can respond to poll questions via their computers, laptops, tablets computers, or smartphones.

Evaluation of an Online Student Response System

With the belief that online student response systems might address the technical challenges of hardware-based SRS while still providing enhanced class enjoyment and learning, I decided to conduct an evaluation. I used the "Top Hat" system.

Method

Top Hat: An Online SRS System

When used in the university setting, Top Hat is an online system that allows students to vote in polls presented by the professor. In preparation, the professor sets up an online Top Hat account and each student in class also registers with Top Hat online. Professors create questions on their Top Hat account. When ready to use in the classroom, the professor is able to retrieve the questions from his/her Top Hat account and display them for the class. Students can vote by using the Top Hat "app" that they have downloaded to their smartphone, tablet computer, or laptop.

There is no charge to universities for the use of Top Hat. Students pay $20 per semester or $38 for a five-year subscription. Free accounts are available for classes under 30 students; institutional pricing is also available.
Top Hat's corporate website claims that their system is in use at 350 universities around the world (https://tophat.com).

In Which Classes was Top Hat Used?

Top Hat was employed in two classes at a large public university:

- Undergraduate introductory marketing class (100 students)
- Undergraduate market research class (40 students)

Top Hat questions were used in approximately 75% of the classes over the course of the semester.

Pedagogically, How was Top Hat Used?

As a new topic was introduced, I would present a series of three to four questions on Top Hat. Students were then given a few moments to respond. Summary results were immediately and anonymously displayed.
For example, at the outset of discussion on retailing, the following question was presented via Top Hat:

> Excluding groceries and restaurants, what percentage of your purchases is done online?
>
> a) 0-20%
> b) 21-40%
> c) 41-60%
> d) 61-80%
> e) 81-100%

The survey results served as a springboard for discussion of online shopping and retailing in general.

Results

Did Students Actually Use Top Hat?

Yes, the use of Top Hat was required and virtually all students registered. Of the opportunities available to respond, 68% of the students in the introductory marketing class (100 students) and 75% of the students in the market research class (40 students) participated in Top Hat polls.

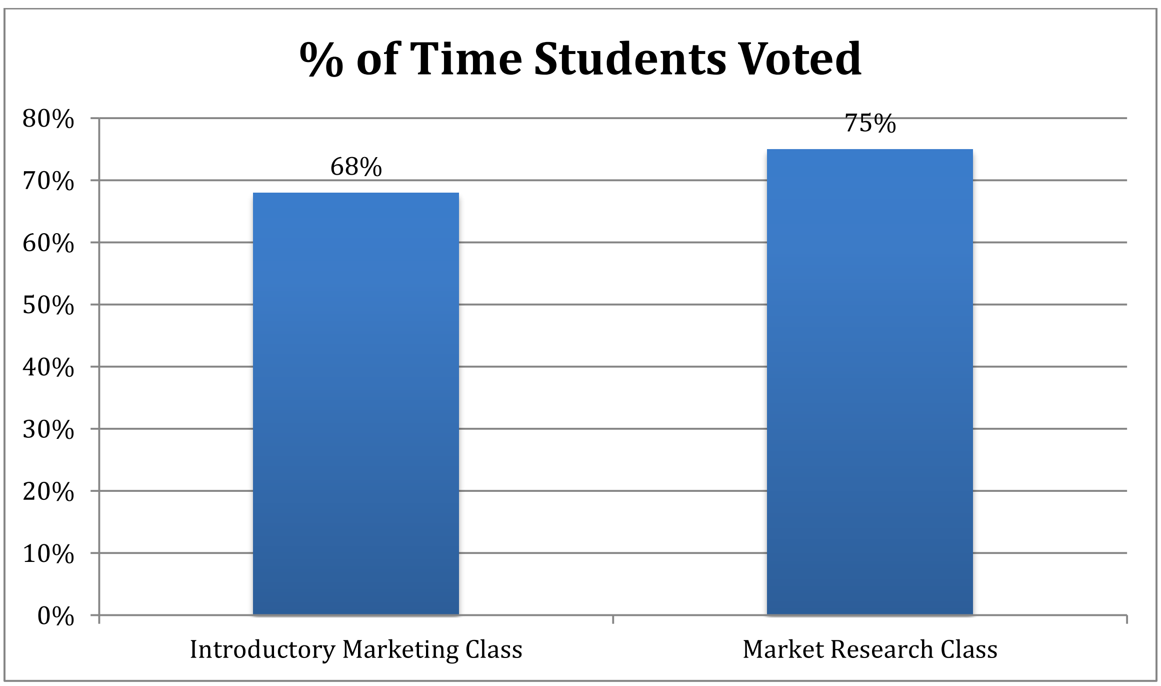

Figure 1: % of Time Students Voted

Toward the end of the course students were asked to complete a survey regarding their use of Top Hat. Key results follow.

Did Top Hat Enhance Student Enjoyment of the Class?

Yes. The percentage of students agreeing that Top Hat enhanced their enjoyment of the class in a positive way is shown below.

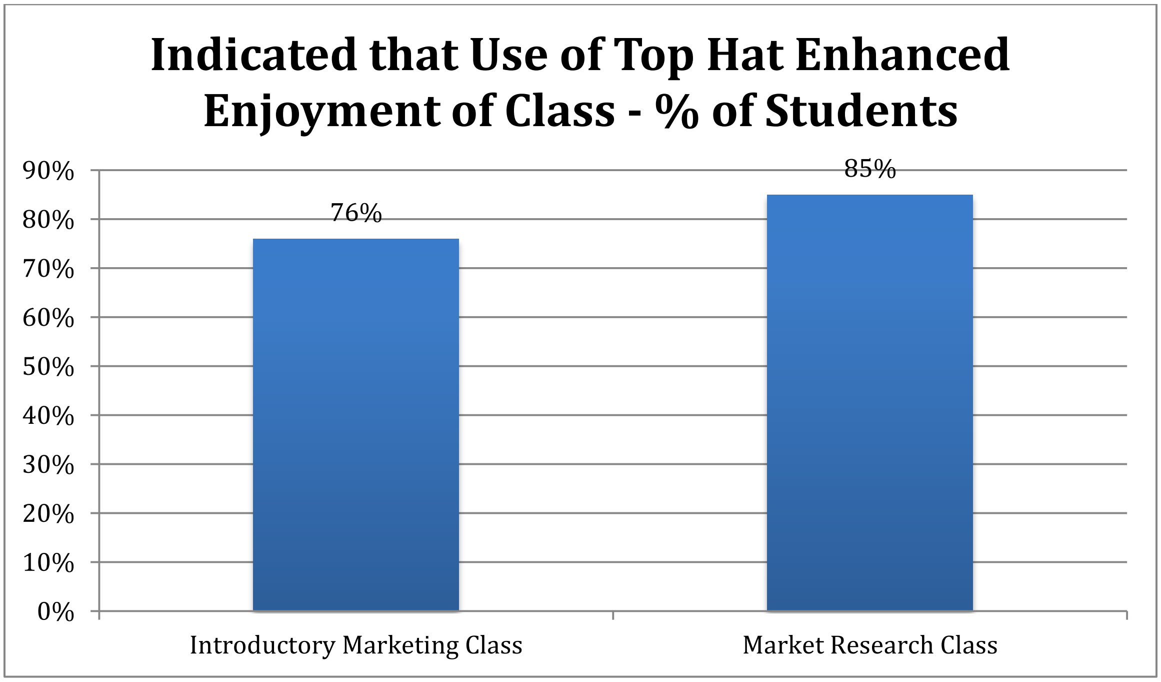

Figure 2: Indicated that Use of Top Hat Enhanced Enjoyment of Class - % of Students

Did Top Hat Enhance Student Learning?

Yes. The percentage of students agreeing that Top Hat enhanced their learning experience in the class in a positive way is shown below.

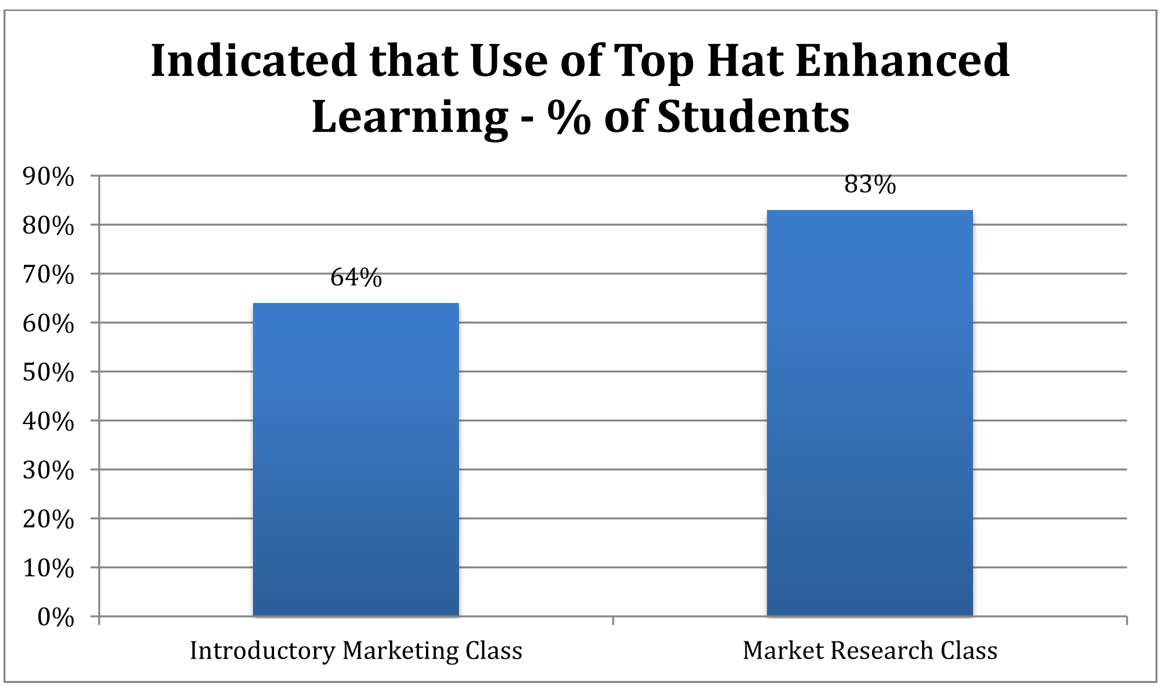

Figure 3: Indicated that Use of Top Hat Enhanced Learning - % of Students

Did the use of Top Hat Increase Verbal Participation in the Class?

Yes. The average level of participation increased in both Top Hat classes versus previous classes (self-reported by students).

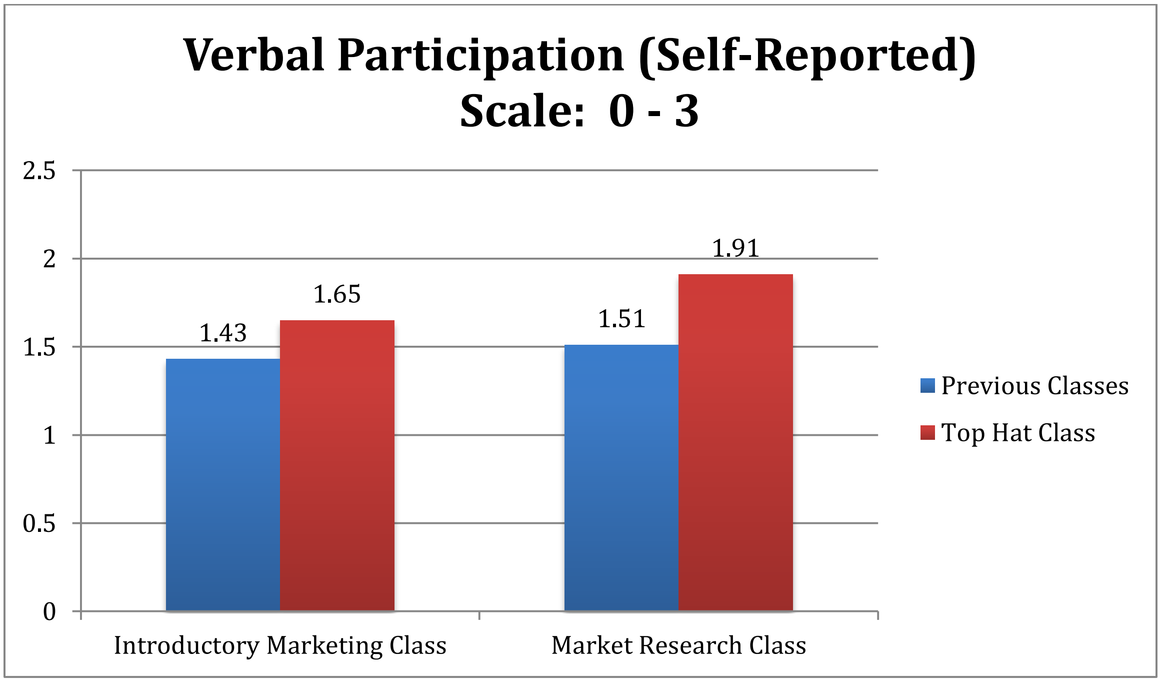

Figure 4: Verbal Participation (Self-Reported)

Students were asked to rate their level of participation in previous classes and in the current marketing class on a four-point scale from 0 (no participation) to 3 (multiple comments in virtually every class). For both classes, the mean participation increased in the Top Hat marketing class versus previous classes.

Table 1: Average Participation

Class	Average participation for previous classes	Average participation for current Top Hat class	Difference in Means	Difference in Means (%)
Introductory marketing class	1.43	1.65	0.22[4]	+15.3%
Market research class	1.51	1.91	0.4[5]	+26.5%

In What Ways did Top Hat Facilitate Verbal Participation?

[4] Significant at 95% confidence level
[5] Significant at 95% confidence level

For those students who indicated that Top Hat had a positive impact on their verbal participation, we asked them to indicate why and in what ways. Representative quotes follow:

- Top Hat added something to talk about. It becomes a focal point that can start a discussion.
- It had a positive impact, I think for the whole class. Saved time and made it easier for everyone to be part of the discussion at once as a whole.
- It made me feel more involved especially in such a large class.
- Top Hat motivated me to discuss my answers to the questions being asked because it makes you want to give your opinion.
- It is interesting to see the results of the questions with actual percentages. It helps spark class discussions on the results from the class.
- I am a shy person and I hardly speak. But by using Top Hat, made me more interested in the subjects.
- It had a positive impact on my level of participation by allowing me to interact with the class.
- It showed me that some students were thinking the same things so it made me not afraid to speak my mind.
- It was a very engaging and erased the fear of answering a question wrong in class. It also showed that if you got the wrong answer you were not the only person.
- Top Hat had a positive impact on my level of participation because I got to see what other students were thinking of (and it is good to know I had similar answers to classmates).

How did students view Top Hat relative to other student engagement systems?
Students were then asked if they had experience using other student response systems such as iClicker. Approximately half of the students in each class had. Those with previous experience were asked to comment on their experience with Top Hat versus previous systems. Results follow.

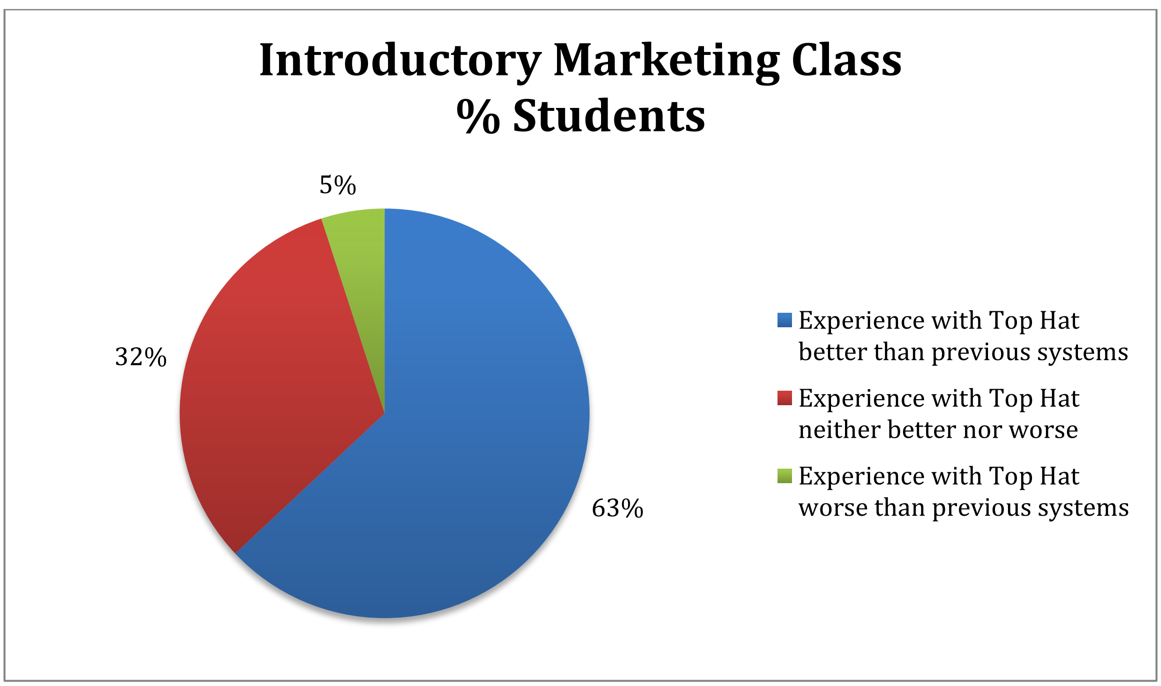

Figure 5: Introductory Marketing Class - % Students

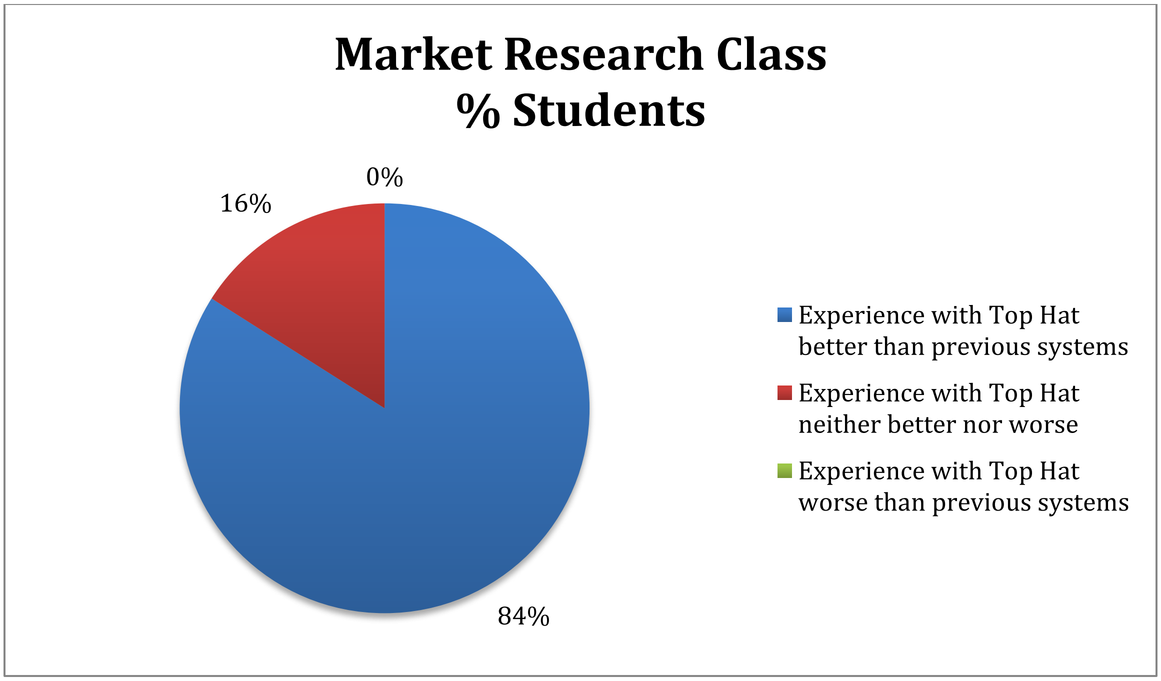

Figure 6: Market Research Class - % Students

Students with previous experience with student engagement systems were asked to comment on the ways in which they felt Top Hat was better or worse. Representative comments follow:

- It (Top Hat) was simpler and visually more organized. Little to no training required to use it.
- It was better as I didn't have to purchase a clicker or bring it to class.
- Accurate, quick, fun. Able to track what you answered and display your results instantly. No clicker necessary. Able to access from the phone app.
- It is mobile friendly and easy to use.
- Top Hat was better because it is online and very reliable. The iClicker would have problems and was a waste of money.
- The iClicker sometimes lagged and was not always very responsive as Top Hat. Overall better tool for class discussions.
- Top Hat was better than iClicker. Sometimes the iClicker wasn't responsive. Top Hat had no errors all semester.
- iClickers are expensive clunky, slow and inefficient. Top Hat is easy to use, and relevant. iClickers cost $50+ and are only used 3 times per semester. iClickers are not worth it at all. If Top Hat requires students to pay anything over $20, it is not worth it.
- Better because responses are immediate and anonymous. It is nice that it has a mobile app for your phones so the purchase of a clicker is not necessary if a computer is not present. It encourages class discussion. My previous response system was slow and inaccurate. I was never sure if my responses were being received. Top Hat allows you to view your responses and see if you were correct or not.

Discussion

Based on this assessment in two classes, the use of Top Hat, an online SRS, does appear to have enhanced the enjoyment and learning the class. Students, on average, reported that they participated more in these two Top Hat classes than was the case for previous classes they had taken. Their qualitative comments indicated that students appreciated the opportunity to see, through Top Hat, that their views and thoughts were consistent with the rest of the class. This in turn, gave them the confidence to raise their hands and participate verbally in class. These overall findings are, in general, consistent with previous research.

From a technological perspective, among students who had used both hardware-based SRS and Top Hat, a significant majority preferred Top Hat. They mentioned the system's simplicity, lack of hardware, ease-of-use, and cost as advantages over hardware-based systems.

From my point-of-view as an instructor, I found the Top Hat system to be extremely easy to use and set up. I too appreciated the fact that there was no external hardware for me to remember to take to class. When I did have questions, I found the technical support at Top Hat to be helpful and available. I look forward to continued use of online SRS.

References Available upon Request

REVISITING THE GROWTH-SHARE MATRIX: TOWARD BREEDING AND RAISING CASH COW PRODUCT MARKETS

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Abstract

The Growth-Share Matrix has been used for several years as a tool for classifying and categorizing a portfolio of products for comparative future investment/divestment posture. Within this framework, the cash cow quadrant is seen largely as an intermediate designation for extracting some cash en-route to final disposal as a dog product as market share collapses. The purpose of this discussion is to examine the use of the growth-share matrix as a cradle-to-grave financial planning paradigm, and as an ex-ante tool whereby the future cash cow potential can be strategically planned and managed for by utilizing decisions made the purpose of providing maximum cash-yielding dividends when cash-cow status is arrived.

Strategic Decisions Impacting Cash Cow Potential

The basic two coordinates of the Growth-Share Matrix are 1) market growth rate and 2) relative market share. As such the decision-maker makes an appraisal of the current and expected growth rate of the target market of interest, and then the current and future prospects for market share held assuming some planned nature of investment. Cash cow designation results from stagnant or falling market growth coupled with comparatively high market share, such that the share can yield harvested cash in an otherwise less attractive market. However, several things impact the amount of cash and its sustainability at that point and in the future. Management can be surprised when what appeared to be a cash-rich cow, turns out to be a lower-volume-yielding cash goat. Where did we go wrong? What could we have done differently not only to enhance the share value, but also the profitability of the product both at the point of designation as a cow and over the forthcoming life cycle?

This position paper proposes a list of factors that impact this situation. Not only do these issues become significant variables in marketing decisions throughout the product life cycle, but also, perhaps more importantly, astute management of them can cause cash cow yields to become potent financial planning and cash flow tools mitigating the need for debt/equity infusions for growth decisions.

Toward a Model of Cash Cow Product Planning

Sixteen critical factors will impact the potency of cash yielding value of a product over its life cycle. Many of these factors involve trade-offs, and not all can be achieved simultaneously. Yet, the impact of such trade-offs for both cash invested, and cash yielded in the product life cycle should be capable of strategic planning and decision-making. Our position paper presents these sixteen factors, together with several case examples from various industries and companies whereby cash cow planning and management became important strategic initiatives for both the amount and the timing of cash flows.

Critical Decision Factors

1. Scope of Need Appraisal and Market Discovery
2. Compellingness and sustainability of the value propositions
3. Low barriers to cross-market adoptions
4. Globalization potential
5. Low barriers to international entry and diffusion
6. Manufacturing processes that are high fixed and low variable costs

7. Strong incentive for value added participation in the channel
8. Strong and sustainable bargaining position of the manufacturer in the value chain
9. Ability to collapse timing and magnitude of market development costs in new segments
10. Dynamics of the product margin
11. Homogeneity of targeted segments
12. Ability to leverage common costs
13. Strategic functional out-sourcing
14. Product line rationalizations
15. Managing shifts and gains in value-chain margin participation
16. Timing and magnitude of innovation

FACULTY PERCEPTIONS ON APPLYING MULTIPLE INTELLIGENCE IN ONLINE MARKETING CLASSROOMS: PRELIMINARY EXPLORATORY STUDY

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Andree C. Swanson, Ashford University

Importance of Applying Multiple Intelligence in Online Marketing Classrooms

Gardner (1983, 1993) identified eight intelligences and stated the intelligences are more a potential for solving problems than a measurement of a single IQ score. Gardner's theory of multiple intelligences along with the learning styles for problem solving and decision making can enhance student comprehension of critical thinking skills. Because a 2013 study revealed 93% of employers indicated critical thinking was a skill valued above all other academic achievements, it is more important than ever for students to learn to think critically ("It Takes More than a Major," 2013). By applying different intelligences, critical thinking skills can be taught in such a manner to increase student comprehension and success.

Purpose

The purpose of this study was to identify the expert opinions of online marketing faculty regarding whether or not to include Howard Gardner's theory of multiple intelligences in the online marketing classroom. Including Gardner's multiple intelligences would engage students in critical thinking, thus improving learning. The study sought the opinions of expert online faculty using social media (Linkedin and Facebook) and the Marketing Educator's Association (MEA) membership directory. The significance of this study is that faculty want to ensure learning occurs in the online marketing classroom. The researchers explored the findings to determine whether or not this is a viable research topic.

Research Design

The research design for this study was the exploratory design. Iacobucci and Churchill (2010) stated exploratory research has an objective of gaining insights and generating ideas. The research instrument used in this study was a survey with multiple choice and open-ended questions. Participants were asked if they were familiar with Gardner's (1983, 1993) theory and, if so, what specific techniques were used in their classrooms. Participants were asked to share their techniques within the open-ended questions.

Findings

Fifty-nine people participated in this study. Of the 59, 34 (57.63%) of the participants stated that they were online marketing instructors. The remainder, 25 (42.37%) participants indicated that they were not online marketing instructors. Although the 59 participants were not all online marketing instructors, they did admit to teaching online. Over half the participants indicated that they taught less than 4 years, 31 (52.54%).

Fifteen (25.42%) participants indicated they were full-time faculty. Forty-four (74.58%) participants indicated they were part-time faculty. Of those 59 participants, 32 (54.24%) participants were male and 27 (45.76%) participants were female. Although the researchers wanted to reach out to the international learning community, all participants taught in the United States only.

Four questions were asked of the 59 participant as it relates to their knowledge and experience with using Gardner's Theory of Multiple Intelligences (see Table 1).

Table 1: Questions on the Use and Possible Implementation of Gardner's Theory of Multiple Intelligences in Online Marketing Courses

Questions	Yes	No	Not Sure or No Comment
What is your understanding of Gardner's theory of multiple intelligences?	56 (94.92%)	2 (3.39%)	1 (1.69%)
Would the inclusion of Gardner's theory of multiple intelligences in online marketing courses be beneficial?	46 (77.97%)	6 (10.17%)	7 (11.86%)
Would you like to include some or all of Gardner's multiple intelligences in online marketing courses?	42 (71.19%)	7 (11.86%)	10 (16.95%)
Have you included Gardner's theory of multiple intelligences in online marketing courses?	7 (11.86%)	52 (88.14%)	0

This is a table shows the responses to the four questions on adding multiple intelligences in marketing online classrooms.

Conclusion

The professional experiences of the study participants provided insight and suggested the need for implementing Gardner's (1983, 1993) theory of multiple intelligences into the online marketing classroom. The research findings indicated there was agreement that Gardner's theory of multiple intelligences could be useful in an online marketing class. Further research is indicated in order to determine whether or not there is a correlation between Gardner's theory of multiple intelligences and student comprehension of critical thinking.

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WHAT DO YOU WANT TO BE WHEN YOU GROW UP? A CROSS-CULTURAL STUDY OF THE IMPACT OF GENDER ON THE CAREER ASPIRATIONS OF MARKETING STUDENTS

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Recently there has been a great deal of press to about the career opportunities, or rather lack of them, for women at management and executive levels (Blakely, 2014; Serrels, 2013). Marketing has been mentioned as one area where women are not doing as well as one might expect in terms of securing the top jobs, and when they do secure an executive position it is frequently at a lower salary than their male counterparts (Castilla and Benard, 2010). Similar reports from the information technology (IT) industry have become a focus for public discussion as to the career trajectories of female graduates in general (Blakely, 2014; Williams, 2014). In a recent article in the London Times (Blakely, 2014) leading business executives expressed the views that women working in the 'Silicon Valley' were not motivated to pursue these jobs or that women are not interested in holding the top jobs in this sector (Blakely, 2014). In the same article others posited that women were interested in working IT especially given they represent 47% of online gamers'. However, the Boston Globe (31/11/2014) reported that a 'boys club' operates when it comes to giving women the opportunity for a career in the field, citing the statistic that fewer than 12% of gaming executives and developers are female. Interest in these issues is not limited to the USA and UK, for example reports from Australia and Finland have identified the same kind of issues in the mineral resources industries (Kuosa 2000; MCA Workforce 2013).

Women make up over 50% of the USA workforce but less than 8% of the highest paid executives within the companies forming the S&P top 500 firms are female (Bloomberg, 2014). In the UK, women account for 15% of board members in the FTSE top 250 companies (Vinnicombe, Dolder and Turner, 2014). When asked why women were rarely seen in top management roles, Vinniecoombe et al. (2003, p. 35) quote one CEO, male, as replying "I think generally men's potential is more obviously displayed than women's, unless you've got a woman that really pushes herself forward – and there's loads of research around this." Another leading company in the same report explained that male leaders "might not necessarily be as aware of the female talent as they would the male because, as we know from lots of research, men and women navigate their way through business differently". Finland is a country that prides its self on being gender neutral but past research has challenged this in relation to the IT industry (Kuosa, 2000, p.120.). Gender has been identified as also an issue in the career development of marketers (Ng and Pine, 2003; Piercy, Cravens and Lane, 2001). Recognizing where these gender perceptions develop and if the marketing curriculum is in part responsible for this is the focus of this research.

A brief review of the academic literature demonstrates the importance of confronting gender inequality amongst graduates across many disciplines, including marketing, covering a diverse spectrum of industries. Castilla and Benard (2010) found that, regardless of industry, in those organizations where promotion and other rewards are based only on merit the tendency is still to reward male executives above similarly performing females. Flexibility in career development is related positively to self-efficacy (Careless and Arnup, 2011), a trait more commonly associated with men in the workplace. The authors also found that young men were more likely than women to voluntarily change jobs if they felt it would advance their career.

Contemplating this state of affairs leads us to ask many questions. As marketing academics should we feel in any way responsible for the career aspirations of our graduates? It appears that perhaps the focus should be on preparing students to be "career ready" if they are to achieve their potential and not simply "work ready". Are there strategies that we could be employing within the curriculum to support the future careers of our female students or are we, inadvertently, reflecting that lower aspirations are appropriate for these students? And if we are reflecting lower aspirations, what are they? Can we even say that it is a case of self-efficacy? Do female students believe themselves to be less capable and this in turn leads them to aim lower in terms of career choices? As a starting point we need to identify if future graduates, regardless of gender, reflect similar career aspirations. This will tell us if the problem begins or is encouraged in our classrooms.

The results presented will be from a pilot study of the career aspirations of marketing majors attending colleges in three countries: Australia, USA and Finland. Students, male and female, will be asked where they see their career going, in terms of the industry and job title, at various stages; one year, five years and ten years after graduation and what career aspirations they have in terms of the highest level they expect to achieve.

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TEACHING ELECTRONIC WORD-OF-MOUTH THROUGH SOCIAL MEDIA ROLE PLAY

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Social media could serve as an excellent platform for educational purposes. Students, who are arguably called Generation Y, have been using social media on a daily basis for communicating and connecting with others. While some university instructors may find social media a distraction to class, others have successfully used these media as a platform for class discussion and engagement. This paper illustrates how social media could be used to conduct a role play activity to teach how marketing communication practitioners manage electronic word of mouth (eWOM). In the first section, a brief review of electronic word of mouth is provided followed by the discussion on the activity. Students' comments and participation in this activity on Facebook will be used as data to exemplify the value of social media role play in marketing classes. Ultimately, the paper aims to highlight that social media could be used as a platform that allows students to 1) construct and apply marketing communication strategies; 2) critique strategies in a safe environment; and 3) engage and create a lively and interactive atmosphere in cooperative learning online.

Electronic Word of Mouth (eWOM)

Electronic word of mouth or eWOM is any positive or negative remarks made by potential, actual, or former customers about a product or company, which is made available to a multiple of people and institutions via the Internet (Hennig-Thurau, Gwinner, Walsh, & Gremler, 2004). As these comments could be either positive or negative, they have the potential to either benefit or harm the organizations. In the case of negative eWOM, marketing communication practitioners need to handle it with care and this paper suggests the following strategies:

1. *Respond as quickly as possible*: ignoring a negative comment is not going to make it go away. On the contrary, the longer you take to answer, the more negative comments will appear on the matter until the situation is harder to handle. Particularly on social media, in that case it is necessary to respond within the first 24 hours.

2. *Stay positive*: Be polite, respectful and listen to what your customers are saying, even if you think they are wrong. Stay calm; you should never sound angry or defensive. “Even if you do get negative feedback, you can turn it into a positive by engaging in a constructive way and showing that you're a genuine business,” said Shama Kabani, author of The Zen of Social Media Marketing and CEO of The Marketing Zen Group.

3. *Reframe the issue*; while apologizing is an important aspect of dealing with negative reviews, correcting your consumers can also be done if their information is incorrect. Again, this must be done quickly before incorrect assumptions spread on the Internet. Furthermore, this is the company's opportunity to turn things around, and highlight the positive aspects of the company instead.

4. *Offer compensation* (moral or economic): depending on the type of negative experience your customer had, you will have to make your consumers understand that you take their opinion seriously and tell them what you are going to do about it.

5. *Keep in touch*: give consumers a way to maintain interaction with you and invite further feedback. What Internet is doing to consumer-business relations is that is it turning their interactions into a two-day dialogue; therefore, companies must make sure they keep up with this expectation. There are many unanswered negative reviews out there, because not enough companies use monitoring tools. Companies must not forget that they are being watched online; therefore, whatever they do might help them gain or lose customers.

eWOM Role Play on Facebook

This role play activity will equip marketing communications students with the skills in dealing with online profiling of an organization. It provides insight for organizations on the importance of eWOM and especially the importance of handling negative feedback. Students will learn up-to-date information about the importance of eWOM, the effects of eWOM, the seriousness of negative feedback, and how to handle this. After the informational part, students will get a current case study. After reviewing this, they will have to put their theoretical knowledge to practice and work in teams to generate advice for the organization discussed in the case online in a closed Facebook group. The class finally concludes by comparing the participants' advice with what actually happened and what they could have done better.

The author has run this role-play activity in his class and found it effective instructional strategies for students. Students' comments and participation on Facebook were collected and coded to exemplify the value of social media role play in marketing communications classes. Ultimately, the paper aims to highlight that social media could be used as a platform that allows students to 1) construct and apply marketing communication strategies; 2) critique strategies in a safe environment; and 3) engage and create a lively and interactive atmosphere in cooperative learning online.

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CULTIVATING "RIGHT-BRAIN THINKING" IN THE SOCIAL MEDIA MARKETING CLASSROOM: A HEMISPHERIC APPROACH TO ACTIVE LEARNING

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Marketing processes and functions have dramatically changed in the last decade due to the growing prevalence and increasing preference for technologically driven customer interaction. Social media in particular have dramatically altered the ways in which companies and brands interact with consumers (Labrecque, Vor dem Esche, Mathwick, Novak, & Hofacker, 2013). The increasing dominance of two-way, push-pull communication facilitated by such technology has required marketing departments to rethink the ways in which they identify, approach and respond to customers (Malthouse, Haenlein, Skier, Wege, & Zhang, 2013). The importance of attributes like creativity, intuition, and empathy as a basis for capturing the attention of consumers and engaging them in such an environment cannot be disputed and indeed provides the basis for much of the work for which marketing departments and personnel are traditionally valued by the larger enterprise (Engelen & Brettel, 2011). This session will look at the cognitive dissonance implied by right-brain compared to left-brain thinking when applied to marketing curriculum and practice. And while this notion of a hemispheric approach to understanding thinking and brain science is largely outdated and debunked, the dichotomy represents a useful structure to facilitate discussion, understanding and cataloguing of the skills and cognition required for the successful study and practice of marketing (Kay, 2003).

The proposed session will examine right-brain compared to left-brain thinking and consider which types of cognition are relied upon and required for typical marketing functions in a 21st century context. It will further consider cognition in the marketing curriculum generally with an emphasis on the role of right-brain thinking in the social media marketing classroom specifically. At its core, the session will consider the need to balance curriculum between right and left-brain thinking as demonstrated by student learning outcomes and active learning exercises. Finally, due to the content building aspect of creating two-way, push-pull marketing communication environments implied by social media, it is critical that future professionals build and hone creativity and other forms of right-brain thinking during the time they study marketing (Belch & Belch, 2013).

In doing the above, the presenters will further examine the ways in which right-brained thinking are tied traditionally to desired qualities like creativity, intuition, risk taking, and empathy. All of these are critical mindsets tied to cognitive processes that need to be developed and honed as opposed to innate qualities that simply exist. The presenters will further posit the notion that developing such cognitive abilities in the social media marketing classroom is dependent upon active engagement and active learning activities that improve higher order thinking like creating and evaluating. The session will necessarily look at the presenters' experiences developing active learning exercises and activities for the social media marketing classroom that enhance and develop "right-brain thinking."

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SPONSOR PRESENTATION

TEACHING MARKETING COURSES EFFECTIVELY WITH A COMPETITIVE SERVICES-BASED SOLUTION

Randall G Chapman, PhD, Founder, LINKS Simulations

The majority of the U.S. and worldwide economies are services-based not products-based. And yet, almost all marketing simulations are set in manufacturing environments. To effectively blend an integrative, team-based, competitive services-based simulation into introductory, elective, and advanced marketing courses, pre-course planning and within-course executional elements must be combined to create the environment for a successful instructor/student experience.

And, the online teaching environment (compared to traditional classroom-based courses) merits special considerations when teaching with an integrative, team-based, competitive simulation.

This presentation reviews best-practice teaching ideas for crafting and managing marketing course teaching with an integrative, competitive, team-based services-based simulation learning experience.

PRACTICING WHAT WE PREACH: USING CRM BASICS TO INCREASE THE NUMBER OF MARKETING MAJORS AND THEIR GRADUATION RATE

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Abstract

CRM (Customer Relationship Management) is a marketing strategy that focuses on attracting and retaining a firm's best customers. The core of the CRM approach in business is based on the premise that that maintaining existing customers is less costly than is attracting new ones. CRM models have been successfully employed in a wide range of settings. This special session explores the concept of adapting the CRM framework to the challenges of college student acquisition and retention.

The CRM model presents a different way of viewing student acquisition and retention, and provides a different perspective on recruiting new students and retaining the current ones and provides an economic justification for implementing retention programs.

In the CRM model, acquisition strategies are based on profiling and cloning your best customers rather than simply marketing to the market in general. In terms of recruiting students, the goal is to identify the characteristics that your most successful students possess and develop a plan to attract new majors with those attributes.

Of course, the most critical aspect of a CRM model is retention of customers or in our case students. Retaining students in post-secondary programs has been a national concern for decades (Braxton, 2000). However, doing so remains a challenge (Habley & McClanahan, 2004; Maldonado, Rhoads, & Buenavista, 2005). Improving student retention is a worthwhile goal for a variety of individual, social, and economic reasons (Institute for Higher Education Policy, 2005; Schuh, 2005; Tinto, 1993). Adapting the CRM retention model to student retention is appropriate given the emphasis both place on quality of services. In addition, with most states moving to the Performance Based Funding model it is imperative that schools improve their retention and completion rates. Employing a CRM approach to that problem makes great sense.

Attendees will take away a variety of tactics to increase the number of quality majors by doing a better job of attracting successful students and improving the retention of those students.

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MARKETING TEXTBOOKS IN EMERGING MARKETS: AN EXPLORATORY STUDY OF INDIAN ADAPTATIONS OF US TEXTBOOKS

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Abstract

Although there has been research on textbooks used in marketing, there is a dearth of research on marketing textbooks in the context of emerging markets. The aim of this exploratory study is to examine textbooks assigned for Marketing courses in MBA programs in India, evaluate their readability, analyze the extent of Indian content in the books and understand student perceptions about the textbooks.

Extant research on marketing textbooks covers several streams such as textbook selection and adoption process (Elbeck et al, 2009; Lowry & Moser,1995; Smith & Muller, 1998); inquiries about the presence of specific topics in textbooks (Orsini, 1988; Saegert & Fennell, 1991); comparative analysis of textbooks (Backhaus, Mell & Sabel,2007; Finn, 1985); readability (Shuptrine and Lichtenstein, 1985; Backhaus, Mell & Sabel,2007) and students' perceptions of textbooks (Unni, 2005; Rich, Powers & Powell, 1988; Vafeas, 2013). There is no prior research about marketing textbooks used in emerging markets. Informal observations at Indian business schools indicate that publishers use three approaches for providing textbooks: i) printing the original US textbook in India and offering it at an affordable price ii) developing an India specific "adaptation" of the US textbook by using a local co-author for incorporating local content and iii) publishing a new textbook written by a local author.

This paper focuses on the second category-"Indian adaptations" of US marketing textbooks. The study was carried out at a leading business school in India which is ranked among the top three schools in the country. The specific research questions are: a) How is adaptation realized-what elements of the book are "adapted"? b) What is the extent of local content in the adapted book? c) What are the readability levels of Indian adaptations? d) How do students perceive these Indian adaptations?

Content analysis was used for exploring the first two research questions. The content analysis process involved examining each textbook, counting the number of figures, advertisements, pictures, tables, cases and net pages, identifying the local content in each element, and calculating the proportion of local material for each element. For evaluating local content in text material, a simple rule was used -if at least three lines of Indian material were noticed on the page, that page was classified as containing Indian material. Readability was evaluated using the readability statistics facility in Microsoft word. Following Shuptrine and Lichtenstein (1985), the total text pages in the textbook were divided into five strata and a random page was selected from each strata. A continuous passage of approximately 100 words was chosen from the randomly selected page in each stratum. The five samples were consolidated the total sample of approximately 500 words was analyzed using Microsoft Word's readability facility. Microsoft Word provides two readability metrics, Flesch Reading Ease (FRE) and Flesch-Kincaid Grade level (FKGL). The FRE is a number between 1 and 100, higher numbers indicate easier readability. The FKGL number corresponds to the grade level (US grades) for which the book is appropriate. Student perceptions, attitudes and textbook reading behavior were examined using depth interviews of students of the two year full-time MBA program. Four first year MBA students and four second year students were interviewed. The interviews lasted between 30 to 40 minutes. Audio recordings of the interviews were made and transcripts were prepared.

Results

Of the twelve marketing courses offered at the school, ten courses have assigned textbooks. Three textbooks are Indian editions of US books (no Indian content); six books are Indian adaptations of US textbooks with varying degrees of Indian content; and one is an Indian textbook written specifically for the Indian market. Four of the six Indian adaptations of US textbooks include case studies. In these four books, the number of cases ranges from 6 to 42 per book. Very few Indian cases have been included and the proportion of Indian cases is just 8.2%. The Indian content in figures and tables in the textbooks is even lower. The number of figures per textbooks range from 49 to 156. The average percentage of figures with Indian content is just 4.4% (range of 0 to 17.6%). The number of tables per book ranges from 0 to 126. The average percentage of tables with Indian content is 6.1% (range 0 to 13.4%). Three of the books carried 1 to 3 advertisements each, while the remaining three books carried from 24 to 104 ads each. On the average, the proportion of Indian advertisements was 39.9%. Except one book which had just one picture, the others had between 14 and 164 pictures per book. On the average, the proportion of Indian pictures 53.8%. This analysis indicates that the Indian content in the textbook elements was mainly in the form of pictures and advertisements and Indian content was quite low in cases, figures and tables.

With respect to the text pages, the number of net text pages (excluding summary, assignments & references) in the adapted textbooks ranges from 390 to 765 per book. The average proportion of pages with Indian content was 19.8%. Indian content in text pages varied from a low of 9 % in the retailing textbook (Levy, Weitz & Pandit, 2012) to a high of 43% in the core marketing textbook (Kotler *et al*., 2013). The Indian content included facts about India; information relating to firms operating in India; marketing initiatives in India; and specific material about India (rural market; retail in India; Indian consumers etc.).Readability of the six Indian adaptations was measured using the Flesch Reading Ease (FRE) and Flesch Kincaid Grade Level (FKGL) metrics. The Flesch Reading Ease ranged from 30.6 (for Marketing Management by Kotler *et al*., 2013) to 41.2 (for Consumer Behavior by Schiffman, Wisenbelt & Kumar, 2014). The Flesch Kincaid Grade Level ranged from 12.2 for Retailing Management (Levy, Weitz & Pandit, 2012) to 13.8 for Marketing Management (Kotler *et al*., 2013).

The depth interviews with students revealed that there was consensus about the relevance of textbooks in achieving learning goals. One student indicated that "the textbook is important for learning marketing". Another mentioned that "One needs to read the textbook to understand the difference between segmentation, targeting and positioning". Students seem to prefer Indian adaptations of textbooks compared to entirely international books or entirely Indian books. One of the students mentioned that "I have read both the American and Indian version of the book. I could not connect with most of the American examples, but the Indian adaptation has been very useful." With respect to one of the textbooks that had very little Indian content, another student indicated "the examples in this book are very few, more Indian content would have been nice."

Discussion

Adaptation of US textbooks appears to be a popular method of providing affordable and attractive textbooks in emerging markets like India. Adaptation is advantageous compared to promoting local editions of US textbooks or textbooks written by entirely by local authors. Student interest can be enhanced if there is local content in a textbook written by U.S. authors. Moreover, students will be able to relate to the textbook better if there is local material along with US and international material. Adaptations also score over local textbooks because they leverage the brand equity of the US authors who may be authorities in the field.

One of the interesting findings in this study was that the adaptation strategy varied significantly across the six textbooks reviewed. One possible reason for the variation in Indian content across textbooks could be that some of the Indian co-authors have had more leeway in incorporating local content and in rewriting the US material.

The Flesch reading ease metrics for the six adapted textbooks lie between 29.2 and 41.2 with an average of 35.7. The FKGL figures of the reviewed books ranged from 12.2 to 13.8 with an average of 13.1. The grade level may appear to be quite low when we consider that the textbooks are assigned at MBA level (above grade 16). Although most Indian graduate students are fluent in English, they usually converse with each other in local Indian languages. Hence the lower FKGL levels of the MBA course textbooks may be quite appropriate in India.

The depth interviews with students revealed that textbooks are considered valuable but are not read on a regular basis. Portions of the textbooks are generally read only before exams and the book serves mainly as an examination support item. This confirms the findings of the focus group research carried out by Vafeas (2013) among students in the UK. Textbooks with substantial Indian content are appreciated by Indian students. Indian content and examples help them to relate to the concepts better and enhances student understanding of the text material. Hence publishers and authors of adapted textbooks with low levels of Indian content may benefit from incorporating more Indian content in the future editions.

This study had a few limitations. The main limitation was that it was carried out at only one site. Future research should examine textbook usage at more schools in India. The student perspectives in this study were obtained using qualitative research. In future, quantitative research could be used to explore student perceptions and attitudes. Finally, this type of study can be carried out in other emerging markets like China and Brazil where there may be a need for not just adaptation, but also translation of textbooks.

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