



Hot Topics within Marketing Education

2017 Annual Fall Conference Proceedings

Editors

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September 20-22, 2017, Pittsburgh, Pennsylvania***

ACKNOWLEDGEMENTS

The marketing discipline is evolving faster than ever. The Marketing Management Association continues to meet this challenge with the 22nd Fall Educators conference. Now in our third decade, this event provides our membership with valuable insights and tools to meet the dramatic, disruptive changes taking place in business and in marketing practice. Our theme this year, "Hot Topics within Marketing Education," captures the imagination and ingenuity needed to ensure a viable future for tomorrow's marketing professionals.

MMA would not serve the important role it does in the profession without our terrific members. We thank MMA's membership for our remarkable growth over the years and continued value as the premiere source of marketing education best practices. Our conferences attract tremendous talent in the volume and impact of your submitted work and the quality of the overall conference experience. We recognize the tireless contributions of the MMA board, officers, and external partners which make MMA a strong and viable organization for years to come.

This year, the conference kicks off with two pre-conference workshops. Thank you to our instructors Lyle Wetsch, Debra Zahay-Blatz, Janna Parker, and Holly Syrdal for these timely programs. Thank you to Jeanetta Sims for coordinating another exceptional Doctoral Student Teaching Consortium, and to the Faculty Colleagues listed separately in this publication.

The call for papers prompted a great response in panel position and refereed paper submissions this year as well as many innovative special topic sessions. Thank you to the session chairs listed separately in this publication for their smooth coordination of panels and presentations. A special heartfelt thanks Lisa Lindgren, Proceedings Editor, for again assembling this massive volume of material into the superbly organized conference proceedings you find here, and to Lyle Wetsch, MMA Webmaster, for converting it to easily accessible digital content for your convenience.

We hosted three teaching competitions this year. AccessCapon/Wessex sponsored the Teaching Innovation competition, with Bill Madway again serving as the competition coordinator. We thank Bill for his leadership and to the judges listed separately in this publication. StuKent sponsored the Outstanding Teacher-Scholar Doctoral Student competition, with Matt Elbeck serving as the competition coordinator. Thank you Matt for your hard work to again deliver a fantastic competition and to the judges listed separately in this publication. The Master Teacher Award competition was expertly managed by Chad Milewicz. Thank you Chad for your efforts and to the judges of this competition listed separately.

Interpretive Simulations again sponsored the Journal for Advancement in Marketing Education outstanding reviewers with awards. Thank you Interpretive for your continued support and for providing the conference name badges and lanyards. We thank Cengage Learning for sponsoring the best conference refereed paper award again this year. The hard work and timely feedback from refereed paper reviewers listed separately in this publication is profoundly appreciated. We appreciate the exhibitors noted below who offer us such great ideas, tools and training to improve our effectiveness in the classroom. We need you and thank you for your participation.

Please note that the next MMA Fall Educators' Conference will be held September 19-21, 2018 at the Kansas City Marriott Downtown in Kansas City, MO. The 2018 MMA Spring Conference will be held April 18-20, 2018 at the Palmer House in Chicago, IL.

Thank you all! Enjoy the conference, the Pittsburgh Pirates and your time in the Steel City!

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Exhibitors, Awards, and Competition Sponsors



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Cengage Learning 2017 MMA Fall Educators' Conference

Best Refereed Paper Award Winner

Examining the Effectiveness of Interventions to Increase Marketing Students' Analytics Self-Efficacy

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Alexandra Hutto, Millersville Univ
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StuKent 2017 Outstanding Teacher-Scholar Doctoral Student Competition

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UNINTENDED CONSEQUENCES OF SELF-SELECTING TEAMS

Wayne Neu, California State University San Marcos

EXTENDED ABSTRACT

Pedagogical strategies have long been considered a set of stimuli placed in students' environment to influence their cognition, affect, and behavior (Thorndike, 1906). The design of strategies such as team assignments should then be guided by an understanding of their consequences for students across all three dimensions of cognition, affect, and behavior. Among an instructor's team assignment design-related decisions is the seemingly simple task of forming teams. And to form teams an instructor has to first determine who will have decision-making authority for who works with whom. The fundamental issue is that published literature is quite disparate regarding where decision-making authority should fall.

Some authors explain that instructors should decide who works with whom (e.g., Blowers, 2003), while others propose ways for instructors and students to share decision-making (e.g., Matta, Luce, & Ciavarrro, 2010). A third group of authors advocates giving students complete decision-making authority to form their own teams (e.g., Chapman, Meuter, Toy, & Wright, 2006), and arguments for doing so include that students are best placed to "engineer" their teams (Huxham & Land, 2000) since they likely have greater insight into the characteristics of potential team members than instructors (Seethamraju & Borman, 2009).

These different perspectives on how teams should be formed stem, at least in part, from a disparate and limited understanding of the actual consequences for students of the different approaches. For example, authors who advocate giving students complete decision-making authority have linked the approach to positive consequences (e.g., Mello, 1993; Chapman et al., 2006), while other authors have reported that self-selection can lead to unintended negative consequences (e.g., Bacon, Stewart, & Anderson, 2001). In addition, a recent study provides initial evidence that students approach self-selection by forming, and selecting members from, a team assignment social network (Neu, 2012). And, in the absence of network members, students appear to use social cues (behaviors and traits) to form beliefs about their classmates' and then behave differently towards them based on those beliefs (Neu, 2012; 2015). These initial qualitative findings were the main motivation for this study, the overarching purpose of which was to provide quantitative evidence that clarifies students' reliance on social cues in the self-selection process. More specifically, this study investigated the extent to which social cues (clothes) influence students' trust in and beliefs about their classmates' trustworthiness, preference for who they want or not want as a teammate, and who they approach or avoid during team formation.

One hundred ninety undergraduate business students were recruited from six sections of an introductory marketing class. Subjects were assigned to one of five experimental treatments and all subjects completed a self-administered survey. The survey explained a hypothetical situation of being in a class of unfamiliar classmates and having to self-select a four-person team for a team assignment. The survey included an image of a young male and subjects were told that the individual was one of their classmates. The image was obtained from an on-line stock photo site and the person was "redressed" in Photoshop using parts of other images. In effect, each treatment was exposed to an image of the same person who was dressed in one of five different ways.

Following the image were survey items to measure beliefs about the trustworthiness of, and level of trust in, the person shown in the image. Trust was measured with two items selected and adapted from Mayer and Gavin (2005). The three dimensions of trustworthiness—ability, benevolence, and integrity—were measured with 11 items selected and adapted from Mayer and Davis (1999). In addition, one item was used to gauge subjects' preference for not wanting/wanting the individual in the image on his or her team, and one item asked subjects to indicate the extent to which they would avoid or approach the individual shown in the image to ask him to be on his or her team.

Results indicate that, in the absence of prior knowledge about classmates, students do tend to rely on social cues to form initial beliefs about their classmates' trustworthiness, and the process of doing so is stereotyping (Schneider, 2004). While the clothes tested in this study did not induce negative beliefs about trustworthiness (the lowest ratings were close to neutral), they did induce a positive effect. The study also indicates that social cues influence students' preference for who they want on their team and the effort they would put forth to approach some classmates and avoid others. Specifically, clothes caused a shift from being indifferent to having a positive preference for wanting the classmate on a team. Regardless of being a positive or a negative effect, a preference that students experience towards classmates based on social cues is an affective

response, and affective responses toward a person or group of people based on social cues is prejudice (Schneider, 2004). Similarly, clothes induced an effect on the degree to which a student would avoid or approach a classmate, and approaching some and avoiding others based on social cues, rather than on individual merit, is discrimination (Schneider, 2004). While students didn't actually engage in avoidance/approach behaviors and thus did not actually discriminate, they did report their intentions to do so.

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THE FEASIBILITY OF CORRECTING ITEM DIFFICULTY FOR CHANCE IN PUBLISHED BANKS OF MULTIPLE-CHOICE QUESTIONS

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EXTENDED ABSTRACT

Multiple-choice questions present to the examinee the task of selecting the correct or best answer from among the multiple choices. The most elemental property of an item is its difficulty. However, just as students' exam scores may be inflated by chance guessing among a question's options, that same chance guessing may affect the measured difficulty of an item. Two approaches for adjusting item difficulty to account for guessing have been published. Those two corrected measures of item difficulty, though, come with conceptual and empirical issues. The present research investigates the feasibility of applying these two measures to published multiple-choice question banks.

Horst's (1933) corrected measure equals the number of students selecting the correct answer option minus the number selecting the most popular distractor with this difference then being divided by the total number of students. Guilford's (1936; 1954, pp. 447-450) corrected measure equals the number of students selecting the correct answer option minus the mean number of students selecting a distractor with this difference then being divided by the total number of students.

It is possible that the result of the calculation of both Horst's and Guilford's indexes is negative. Where either of the Horst or Guilford indexes is negative this resultant cannot be viewed as a proportion, raising the conceptual question of, What means a negative "proportion" correct?

There are also important empirical implications of this possibility of negative index values. A widely endorsed premise is that the proportion of students who answer an item correctly, "...is not a linear measure of the ability (skill, trait, competence, attribute, etc.) measured by the item." (Millman & Greene 1989, p. 359) To remedy this, "A *normal curve transformation* of percentage correct has been suggested by several authors..." (Gulliksen 1950, p. 368, italics his) Regarding Horst's and Guilford's corrected measures, though, it is not possible to apply the prescribed z-score transformation when a negative corrected measure value obtains.

A second casualty of the possible negative index values occurs where item difficulty is used as a criterion or dependent variable in research. But, "...the variance of a proportion equals $p(1-p)$ and thus varies with p , and, further, the sampling distribution of p is generally not normal." (Cohen & Cohen 1983, p. 266) and an arc sine transformation is recommended (Cohen & Cohen 1983, pp. 266-267; Neter *et al.* 1996, p. 773). Since the arc sine transformation requires the square root of the proportion it is not defined where the proportion is negative.

Finally, where all students answer a given question correctly the proportion correct, of course, equals 1.0. However, the presumption that some of the students only guessed the correct answer remains plausible. Yet in such cases there is no basis in either Horst's index or Guilford's index for estimating the presence of correct guesses.

In light of these issues attending item difficulty indexes adjusted for guessing, the present research describes the extent to which instances of negative index values may be found in published banks of multiple-choice questions.

The above conceptual and empirical issues notwithstanding, Horst's and Guilford's indexes take into account the hard-to-deny possibility of some portion of correct answers to an item being due to students guessing. Their indexes might still be more accurate measures of item difficulty than the simple unadjusted proportion of correct answers. Z-score and arc sine transformations may be precluded, but there might still be applications where only a more accurate "proportion" correct is sufficient.

As some estimate of the incidence of negative Horst and Guilford indexes in published multiple-choice question banks, those accompanying six texts were examined. Among the six were two editions of a consumer behavior text plus a second consumer behavior text and three editions of a retailing text. Systematic samples of questions from five of these banks ranged from 624 questions (51.5 percent of the question in the bank) to 958 question (59.0 percent). In the most recently published bank, these figures were 307 questions (25.1 percent). The mean answers per question ranged from 32.65 to 43.17.

Across the 3970 total sample questions from the six texts, 3.80 percent have negative Guilford index values (ranging from 0.65 percent to 5.66 percent) and 12.70 percent have negative Horst index values (4.89 percent to 17.29 percent).

One of the issues attending Guilford's and Horst's corrected measures of item difficulty is that the cornerstone on which they are founded—i.e., some portion of correct answers being attributable to guessing by examinees who do not know the answer—cannot be estimated for a question that all students answer correctly. In such a case the proportion correct is 1.0. Since there are no responses to distractors there is no basis in either Guilford's or Horst's approach for estimating the portion of the correct answers that are guesses. The incidences of such questions in the banks analyzed are not great. Out of the total of 3970 questions across the six banks, only 73 (1.84 percent) were answered correctly by all students, ranging from 0.59 percent to 2.93 percent.

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INTEGRATED MARKETING COMMUNICATIONS EMPLOYMENT: WHERE SHOULD STUDENTS LOOK FOR JOBS?

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ABSTRACT

Each year, approximately 25 Integrated Marketing Communications (IMC) programs in the U.S. send new graduates into the profession. But most job postings for positions that are IMC oriented don't specifically refer to IMC in the titles or the description, and employers rarely seek applicants who have degrees in IMC. This makes it challenging for those with an IMC education to know where and how to look for employment. This analysis looks at job descriptions over a three-year period to provide insight and guidance for IMC students as they seek to launch their careers.

INTRODUCTION

There are about a dozen undergraduate Integrated Marketing Communications (IMC) degree programs in the U.S. Known to this author are ones at Bryan College, Duquesne University, Ithaca College, Keiser University, National University, Notre Dame of Maryland University, Pepperdine University, Roosevelt University, University of Akron, University of Mississippi, University of West Alabama and Winthrop University. Additionally, some institutions offer an undergraduate IMC track, concentration, specialization or emphasis as part of another degree. There are also thirteen known graduate programs in IMC. They are at City College of New York, Eastern Michigan University, Emerson College, Florida State University, Georgetown University, Golden Gate University, Loyola University, Manhattanville College, Marist College, Northwestern University (one of the pioneers), St. Bonaventure University, University of Kansas and West Virginia University. Some programs are traditional, some are online and some are both. And a few schools offer both undergraduate and graduate IMC degrees, specializations or concentrations. There may be a few other IMC programs out there.

Despite this, IMC is not a familiar term to many people working in the marketing and communications profession. This author spent a number of years in industry but rarely encountered peers, colleagues or clients who referred to IMC even when that's the job they were doing. Indeed, ample literature suggests the concept is not always well understood or labeled correctly, which can make it more challenging for those with an IMC degree who are

looking for jobs. Although Kerr and Drennan (2010) looked at the perspectives of advertising and public relations practitioners specifically in Australia, their extensive literature review referenced a variety of IMC studies in the U.S. and elsewhere. They wrote that early on, IMC was valued but not well understood or implemented. Over time, practitioners--especially those in advertising agencies--became more involved with IMC but perceptions between those in advertising and public relations still varied, and wariness exists between the different factions. Though there is general endorsement for IMC from all sides of the profession, there is still not always consensus and some aspects of it remain divisive (Kerr and Drennan, 2010).

Kliatchko and Schultz (2014) looked at the understanding and practice of IMC in the Asia-Pacific region and determined that chief executive officers, chief marketing officers and senior industry leaders do not use the term IMC within their organizations. Only one agency and four clients interviewed used the term. They note, however, that whatever it is called, IMC is practiced, expected and indispensable (Kliatchko & Schultz, 2014). Muddying the waters further, Kerr, Schultz, Patti & Kim (2008) found that of 134 IMC courses being taught worldwide, some of them were merely labeled IMC without any real IMC theory or practice being applied or taught or were the only course offered by the university regarding integration in marketing (Kerr, Schultz, Patti, & Kim, 2008). And there's also not much consensus on where IMC programs should be housed in higher education. For example, Roznowski, Reece and Daugherty (2004) surveyed marketing and communications professionals at Fortune 500 companies and found that 41 percent indicated IMC should be taught in communication schools, and 30 percent said it should be in business schools.

The majority (57 percent) believed IMC education should be available to undergraduates, and 88 percent thought it shouldn't be taught just as part of a Master's program (Roznowski, Reece, & Daugherty, 2004). Quesenberry, Coolson and Wilkerson (2015) surveyed 61 master's degree programs to discover trends in graduate communication degrees. It was learned several programs offered IMC courses and tracks but labeled them something different. Some programs were titled Strategic Communication, Corporate Communication, Marketing Communication and Technical Communication (Quesenberry, Coolson, & Wilkerson, 2015). And even IMC agencies are not always looking for IMC graduates. Beachboard and Weidman (2013), when examining skills that were expected of recent college graduates who went to work for small (fewer than 30 employees) IMC agencies and in-house departments in Idaho, found "marketing" (not IMC) was the most desired academic major, followed by communication and then advertising (Beachboard & Weidman, 2013).

THE PROBLEM

These inconsistencies in how it is labeled, practiced and taught means those with IMC degrees are heading into a job market where their credentials may not be well understood. That begs a few questions: 1) How do students who graduate with an IMC degree look for jobs in a profession where IMC isn't a widely used term? 2) How many IMC jobs are there, and what are some characteristics of those jobs? Do jobs that have IMC responsibilities refer to IMC in the job descriptions? What are the jobs called? What kinds of companies have IMC positions? 3) And do organizations that have IMC jobs search for employees who have IMC degrees? If not, what degrees do they look for?

Knowing the answers will help guide students who have IMC degrees in their job search.

METHODOLOGY

This research used content analysis to understand IMC job descriptions. The descriptions were those appearing on Indeed.com, which bills itself as the world's number one jobs website with 200 million unique visitors each month from 60 countries (Indeed, 2017). This website was chosen not only because of the sheer volume of jobs posted but also because it pulls information from other job boards, recruiting firms and company websites.

Because the researcher had previously found that not all jobs that seem IMC oriented specifically mention IMC, this content analysis was approached two ways. The

first part involved gauging the overall universe of job descriptions that encompassed IMC responsibilities even when those descriptions didn't use IMC wording. So to start, an advanced search was done during each month of analysis that identified jobs using all of these keywords: "marketing" and "advertising" and "public relations," but that did not specifically use the phrase "integrated marketing communications" or the acronym "IMC." It is believed that if a position incorporates marketing *and* advertising *and* public relations responsibilities, the spirit of the job is IMC even if it doesn't specifically say so. This first step provides an overall picture of jobs that are IMC oriented.

The second, more extensive step was a search done on jobs that specifically mentioned the phrase "integrated marketing communications" or the acronym IMC somewhere in the job description. (These jobs were excluded from the first search because IMC references were filtered out during that step.) This second search provides an overall picture of jobs that are IMC specific; that is, they actually mention the term.

Some job descriptions were posted multiple times each month, so duplicates were eliminated. This information was collected for three months in each of the years 2014, 2015 and 2016, and analyzed using statistical software from JMP, which is a division of SAS.

RESULTS

Number of Jobs

During the nine months of analysis (three months each for 2014, 2015 and 2016), there were a total of 7,471 job descriptions that encompassed IMC responsibilities. Most (83.2 percent) did not specifically mention integrated marketing communications or use the acronym IMC but since the description specifically referred to marketing *and* advertising *and* public relations duties, they were deemed IMC oriented. Only 16.8 percent of the jobs actually used the phrase integrated marketing communications or acronym IMC in the job title, in the description of duties, or both.

Two things stand out. First, the majority of IMC jobs don't use IMC terminology. Second, the numbers remained fairly consistent over time (see Table 1).

The remainder of this analysis focuses solely on those 1,253 job descriptions that used IMC specific terminology.

Table 1 – Number of IMC Jobs

Year	Total Jobs	IMC Mentioned	IMC Not Mentioned	Percent Mentioning
2014	2,561	2,062	499	19.5
2015	2,283	1,933	350	15.3
2016	2,627	2,223	404	15.3
Total	7,471	6,218	1,253	16.8

Hiring by Organizational Type

The researcher coded each job description as to the type of organization: A for-profit business hiring for its own marketing needs; an agency hiring to meet client needs; a non-profit organization (excluding educational institutions); or an educational institution.

The majority of IMC jobs – 55.0 percent – are found in for-profit businesses, 25.2 percent in agencies, 8.0 percent in non-profits and 9.2 percent in educational institutions. In 2.6 percent of the cases, the organization type could not be determined.

When analyzed by year to identify possible trends, there was a shift. The percentage of jobs in for-profit businesses grew from 52.1 percent in 2014, to 56.6 percent in 2015, to 57.3 percent in 2016. This growth came primarily at the expense of agencies; by 2016 the percentage of IMC jobs in agencies declined to 20.0 percent.

Job Titles

Of the IMC job descriptions analyzed, 89.6 percent contained a job title and 10.4 percent did not. Of those that contained any title, only 5.5 percent used the phrase integrated marketing communications or the acronym IMC in the title – 94.5 percent of the time there was no reference to either. These percentages did not shift over the three years of analysis.

Of the jobs that contained a title, there were 753 different titles used. For purposes of analysis, titles describing the same thing but in different ways (for example, *V.P.* versus *Vice President*) were grouped together. However, if the title was slightly different in any other way (for example, *Account Director* versus *Group Account Director*; *Social Media Specialist* versus *Social Media Content Specialist*), grouping was not done because these words convey different things.

Because of the large number of different titles, none dominated. The most frequently occurring title was Marketing Manager (3.3 percent) and Marketing Specialist (3.0 percent). All the remaining titles occurred less than one percent of the time.

College Major

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Each job description was also coded as to what college major, if any, was required. Overall, 61.3 percent of the jobs mentioned a major. In most cases, multiple majors were specified. By far the major most frequently mentioned was marketing (70 percent of the cases), followed by communications, journalism and business. Other majors were mentioned less than 20 percent of the time. The most common major referenced in the “other” category was English, with 16 total mentions. Digital marketing/digital media was mentioned 6 times, computer science 4 times, and a variety of other things were referenced less than that.

When analyzed by year, there is little change. Marketing is always the most mentioned major each year, and communications is always second. Journalism was third most mentioned in both 2014 and 2016 although it was fourth most mentioned in 2014, after business. Graphic design is last on the list each year, and IMC is always next to last (see Table 2).

Table 2 – College Major

Major	Number of jobs	Percent of jobs mentioning any major
Marketing	456	70.3
Communications	330	50.8
Journalism	172	26.5
Business	133	20.5
Public Relations	114	17.6
Advertising	103	15.9
Other	93	14.3
IMC	68	10.5
Graphic Design	29	4.5

Percent adds to more than 100 because many jobs mentioned multiple majors

When analyzed by type of organization, the top majors are marketing and communications in every instance. It was thought that agencies would be more likely to seek public relations and/or advertising majors but that was not the case – they most often specified marketing and communications majors as well. An IMC degree was always second from last for every organization type except education where it was dead last.

Years of Experience

Another thing examined was years of experience required for the job. If a range was indicated (e.g., “5-7 years”) the minimum was coded. Most descriptions (86.3

percent) did include an experience requirement. The mean is 6.3 years.

To paint a clearer picture, the researcher then grouped the years of experience into categories and found 19.1 percent of the jobs required 2 or fewer years of experience; 48.6 percent required 3-5 years; and 28.5 percent required 6-10 years. More than 10 years of experience was indicated for 3.8 percent of the jobs.

There were some differences when analyzed by type of organization. Overall, educational institutions were least likely to specify years of experience; 32.0 percent of these jobs mentioned none. The likely skew is because faculty position descriptions more often focus on credentials as opposed to mentioning years of experience. For-profits were more likely to mention experience, doing so in 91.8 of the instances.

There were no differences when analyzed by year, type of degree or by college major.

Where the Jobs are

Finally, the state where the job was based was coded. The most populous states were, not surprisingly, also where the most jobs were located. There were only five job descriptions where a state could not be determined, and a few listed multiple states. There were no jobs outside of the U.S. Overall, 44 states and the District of Columbia were represented. There were no job descriptions for Alaska, Hawaii, Idaho, Montana, New Mexico, or Wyoming.

The highest percentage of jobs (14.2 percent) was in California, followed by Illinois (12.2 percent), New York (10.8 percent), Florida (5.9 percent), and Pennsylvania (4.4 percent). Thus 47.5 percent of the jobs were concentrated in just these five states.

An analysis of state by type of organization revealed no changes in the ranking of the top five states for for-profit businesses – the jobs were disbursed across 42 states.

When looking at agencies, there was a change. More than half (51.1 percent) of the jobs were concentrated in just three states: New York (21.9 percent), Illinois (16.5 percent) and California (12.7 percent). This most likely reflects the large presence of agencies concentrated in New York City, Chicago and cities in California.

An analysis by year showed no differences between 2014 and 2015, however in 2016 two new states entered the top five ranking. California, Illinois and New York still held the top three positions respectively across all years, but Massachusetts and Minnesota were both tied for fourth, each with 4.7 percent of the jobs, in 2016.

CONCLUSIONS, IMPLICATIONS

This study of the IMC job descriptions will continue. However several conclusions can be made at this time, which will guide those graduating with an IMC degree as well as those already in the profession in their quest for advancement.

Perhaps the most important takeaway is that the majority of positions with integrated marketing communications duties don't refer to IMC anywhere. The small number of descriptions that reference it means graduates are entering a profession that doesn't necessarily speak to their credentials. And the percentage of descriptions that do mention IMC appears to be declining. During the months of analysis in 2016, only 16.8 of the jobs made any IMC reference, compared to 19.8 percent in 2014. The significance of this dip is not conclusive, but nonetheless the message to job seekers is to look well beyond IMC wording on a position description or they will miss more than 80 percent of the market.

Also, it is clear that the majority of IMC jobs are found in for-profit (client-side) businesses, not in agencies or other types of organizations. And, the overall percentage of IMC jobs in for-profit businesses appears to be growing; it increased from 52.1 percent to 57.3 percent during the period of analysis. This researcher finds that students often think in terms of agencies for jobs – perhaps it's more intuitive to understand that IMC happens in an agency, as opposed to say a manufacturing company, a bank or a store – but agencies are not where most the jobs are.

IMC job seekers should not dwell on position titles in a job search. Most position descriptions that include titles don't make any reference to IMC in the title. To be sure, there are some nuances between types of organizations -- e.g., for-profits are more likely to have an IMC oriented job title than an agency -- but the overall numbers are so small it's not worth focusing on. And IMC jobs go by literally hundreds of different names. A good keyword search, however, would use "marketing," as that's the most commonly occurring word in titles for IMC jobs. Another tip is for those seeking jobs specifically in agencies to search for the word "account," as that is the most common word in agency descriptions.

A college degree is essential to meeting the requirements of most jobs, but the major specified is not likely to be IMC. Job seekers should look broadly and focus on descriptions that seek majors in marketing, communications, journalism and business. (A savvy job seeker may understand that an IMC degree often

encompasses skills across *all* of those disciplines and can position their credentials accordingly.)

Although IMC jobs are found in all areas of the U.S., job seekers will find more opportunities in states with larger populations. But those looking for agency positions will find more jobs in three states: New York, Illinois and California.

Additional research that focuses on the specific types of skills employers are looking for would be helpful, as would a more comprehensive study that examines data from more than just three months each year. It would also be helpful to examine not just job descriptions and skills desired, but where IMC graduates actually find their first jobs. Are there certain types of employers, certain industries or certain regions of the country that are the most prominent pathways into the IMC profession? There is much more to be learned on this topic.

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REVIEWER COMMENTS, CONCERNS

The author graciously thanks those who reviewed this paper. While reviewers commented the paper was "very well written," was a "valuable study" and noted the strengths of the rigorous research and interesting questions posted, a flaw was the failure to support a definition of IMC that connects to the search criteria for the content analysis. The keywords used in the search criteria were "marketing + advertising + public relations" and the reviewers wondered why the criteria didn't also include other attributes such as sales promotion. Indeed this is a valid point, and one that will be considered in future iterations of the analysis. A comment was also that the intent of the research – helping IMC graduates in their job search in a field where IMC terminology is not often used – overlooks the bigger point that perhaps IMC degrees should be called something different. It is suggested the study start at a much higher level and address whether the name of the major even matters, or if other things are more important. This too is an excellent and interesting angle which the author will consider when conducting further research

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EXPANDING HORIZONS: A STUDY OF BUSINESS PROFESSIONALS TRANSITIONING TO HIGHER EDUCATION

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ABSTRACT

Professionals in the business field are transitioning to academia as higher education is challenged to find academically qualified faculty to fill positions. If professionals focused on making the transition meet the minimum qualifications, they can face new areas of performance expectations that involve teaching, service, and scholarship. The purpose of this research study is to determine what factors contribute to successful transition of professionals working in the field of business to a faculty position. Findings from the study will be used to develop a strategy for recruitment, development, and retention of qualified faculty.

INTRODUCTION

Professionals in the business field seeking new avenues to utilize their skills and contribute to society could find opportunities that satisfy the ongoing demand of full-time faculty in higher education. This study focused on recruitment, development, and retention of professionals transitioning to faculty positions. Before developing a recruitment program, it would be essential to have an understanding of why a business professional would want to leave their current role in industry and enter academia. In trying to comprehend the professionals' motivation, critical needs such as those defined in Maslow's hierarchy of needs could be valuable in creating or modifying a recruitment strategy for full-time faculty.

The professionals in this study have been employed by organizations that apparently utilize effective retention practices, based on the years they were employed in their profession. Being able to understand what has worked successfully in the area of retention in industry might offer educators suggestions as to improving current retention practices. Retention can be affected by the opportunities for professional development in order to develop skills needed to be successful in a full-time faculty role in academia. Professionals can be influential in the development of these programs by providing information that focuses on the challenges faced when trying to satisfy the demands of teaching, scholarship, and service.

REVIEW OF LITERATURE

The trend toward transitions from field professional to academia is growing, according to the Association to Advance Collegiate Schools of Business (AACSB) faculty survey data (McLeod, 2015). While the numbers of full-time positions filled by field professionals is still relatively small, there has been a steady increase from 2006 to 2014 transitioning to full-time faculty positions. This trend relates specifically to full-time faculty positions across business, and varies relative to discipline. In the field of accounting, 21 percent of full-time faculty positions were filled by field professionals in AY 13-14 (McLeod, 2015). In addition, this statistic refers specifically to full-time faculty, and does not include the growing adjunct population. According to the American Association of University Professors (AAUP), 68 percent of college faculty are holding non-tenure track positions (AAUP, 2008).

According to Edmonds (2015), the number of field professionals teaching in adjunct positions that have transitioned into full-time faculty positions has risen from 30% to 51% between 1975 and 2011. Whether this trend reflects a greater desire of academic institutions to fill positions with qualified field professionals, or a shortage of doctorates, it would positively benefit academics to be aware of the trend and any issues that might arise, including the attraction, development and retention of these professionals.

As business education becomes increasingly applied, field professionals bring great value into the classroom with their ability to tell the stories of the profession. However, the transition can be daunting.

The path typically begins with teaching in an adjunct position, while continuing in their professional position. This allows for an evaluation of the teaching experience. If the experience is positive, the field professional may consider a full-time academic position, which may or may not involve further training, or gaining a higher degree, which may typically be a doctorate (Bishop et al., 2016).

The motivation for this transition might come from a deep desire to be a part of mentoring the next generation of leaders. Some may have experienced success in their careers and are ready for the next challenge. Others may have a deep-seated desire to grow in their profession, which exemplifies Maslow's hierarchy of needs (Cherry, 2016). The transition requires hard work and a willingness to adapt to a different way of life. One professional pointed out, "Contrary to popular belief, there really aren't any days off from being a professor" (Flagg, Dionesio, & Hanes, 2016). Academia is waking up to the wisdom of encouraging and supporting this transition.

METHODOLOGY

This qualitative study was conducted to examine business professionals that had transitioned from industry to a faculty role in academia in order to develop a strategy for future educators. The qualitative study called Consensual Qualitative Research (CQR) is an analysis of domains and starts with concrete themes. The domain is an agreed upon theme that emerges from the responses to open-ended questions in the interview. The next step for CQR is the creation of more abstract themes after a process of cross-analysis, which is generally called axial coding in Grounded Theory (Hill, Knox, Thompson, Williams, Hess & Ladany, 2005). The 11 participants selected from a list of established professionals from marketing, management, economics, accounting, and computer information systems made the successful transition to a faculty position in higher education. The number of years the professionals had in their respective fields ranged from 10 to 45 years, with an average of 27 years.

Each of the 11 professionals was asked to provide demographic information and discuss their background, challenges, adjustments, and supports for their transition to academia. During the analysis of the participant's responses, themes were listed in order to determine implications for professionals making the transition in the future. Pseudo names were assigned in order to protect the identity of the participants in the study and to convey information important to the research results.

RESULTS

The participants in the study described experiences in making the transition from a successful position in their specific business field to a faculty position in academia. A comprehensive view of the participants' experience is best understood through the examination of three distinct themes that transpired from the analysis of the information in the CQR research. The three themes determined from the responses in the study are (a) motivators for transition, (b) two unique worlds, and (c) professional development.

Motivators for Transition

Motivators consisted of intrinsic and extrinsic factors that prompted professionals to make the transition to teaching in higher education. Motivators included a passion for teaching, ways to give back to future generations, and a means to meet professional goals. The extrinsic motivators were centered on retirement, family obligations, financial security, and keeping up with the physical demands of industry.

The overwhelming intrinsic motivator for the participants was the passion to teach others. Participants described their desire to teach and connect with people, share experiences and knowledge with the next generation, and the gratification experienced when teaching others. Sean explained his desire for a more personal connection with the world in his professional life, and the degree that he enjoyed training others during one-on-one experiences with clients. He felt that both the academic and professional environment offered opportunities to gain "teaching experience." Brenda simply stated, "I had always wanted to teach." Haley summed up her passion for teaching and reported: "I like working with students; I get great gratification from teaching where I essentially began my career...I am a teacher at heart."

Another primary intrinsic motivator was the desire to "give back" to the profession. Bill made the transition to academia in order to use his knowledge and experience to help the younger generation learn the academic and practical sides of business. Cindy described having a great appreciation of education and liked the idea of paying it forward. David had set professional goals and was at the age where he wanted to do more. He confirmed that he enjoyed training employees in effective marketing and sales techniques and felt that "the field of higher education offered opportunities to continue educating others and ways to contribute to the field of marketing management."

The onset of retirement was an external motivator to become involved with the academic community. Three participants were examining the next phase of their professional life and had a desire to share their

experiences in business with the next generation. Sue explained that she moved to the academic environment to prepare graduates for the “real world” of business and found that her move to academia provided an opportunity to help students prepare for a better future.

Other external motivators to shift to academia was the inability to keep up with the physical demands of industry, burnout, family obligations, and financial security. After serving in the military and an extensive career in business, Bart found that he could no longer handle the physical requirements needed to do his job. He loved his job, but did not know how he would continue to support his family working in that position. A family member convinced Bart that he was qualified to teach others from his many years in industry. Percy was motivated to move to academia due to burnout and family obligations. He felt that he would have more time to spend with family and that the business industry “had too many ethical dilemmas.” Fred also left the business industry due to burnout and believed that there would be less stress in academia.

Two Unique Worlds

There were perceived differences between the business and academic environments. The intensity of the workload expectations were influenced by the culture of the organization, internal and external environment, and stakeholder satisfaction. The primary differences between industry and academia were in the areas of workload expectations, collaboration, and the pace of decision-making that occurred within each environment.

The participants were surprised by the amount of time that it took to prepare for courses, deliver course material, and assess student performance. In addition, it was a challenge to complete the work within short deadlines and balance attention to not only teaching, but also scholarship and service within the faculty role. Brenda stated, “I was surprised and unfamiliar with the other aspects of teaching in higher education after working as an adjunct.” Bart reported, “I was extremely apprehensive and insecure when I first started. Like most people I was not fully aware of how many hours that faculty actually worked, teaching in the classroom, prepping in my office, and grading at home.”

There was a notable difference between the pace of the work environments between industry and academia. The participants shared that they learned “on the job” and quickly adjusted to the fact that there was more to a faculty position than lecturing in the classroom. Sean stated, “At times the transition was overwhelming. However, I did have the advantage of knowing the work expectations for both public accounting and industry in order to set expectations for students.”

There were also differences in the collaboration between business and higher education. In the field of business, it was important to avoid collaboration with members of competing organizations for fear of giving up a competitive advantage and market share. In the academic environment, there was a collegial atmosphere where professional development was encouraged through collaboration with peers within their institution. Bart confirmed this difference when he stated, “In business sometimes the best ideas you borrow from someone else, and I will always be grateful to my peers in academia for their help and guidance.” Bill noted, “I would seek out other faculty and staff to answer questions and give advice.” The majority of the participants conveyed that collegiality of peers combined with mentoring were the most beneficial collaborative relationships during the transition from industry to academia. Cindy stated, “Instructors know their subject from business experience... but the transition to a full-time faculty member can be helped with the ability to talk to a mentor.”

The pace of business is influenced by advances in technology, the intensity of the competition, product offerings, and stakeholder demands. The decision-making process and activation of ideas and activities are usually on a short timetable before the competition can react. The participants learned quickly that in higher education, deadlines can be daily, weekly, monthly, and yearly. In education, some deadlines occurred daily in order to satisfy student demands for a quality learning experience. Sean stated, “I was used to deadlines functioning as an accountant; however, in higher education the deadlines were daily.” The pace of the decision-making process in higher education can be hindered due to the committee approval processes. Some committees may only meet monthly causing the actual decision to be delayed months after a proposal was submitted. Other participants described the amount of time needed to plan ahead, gather the evidence, and submit a proposal to a committee and/or administration for a decision. Contrary to the business world, some decisions within higher education happen slowly.

Professional Development

The transition from industry to academia provided the opportunity to participate in a culture different from what they were accustomed. The participants recognized the need to understand and adapt to cultural differences by addressing these needs through professional development. Professional development needs included clearly set expectations, a structured orientation to the position, and a formally assigned mentor.

Several participants described the importance of mentoring to their professional growth as a new faculty

member. Faculty mentors provided support for best practices in teaching, time management, classroom conflict, and technology. David noted, “My mentor made the transition from marketing to teaching in higher education much easier.” Cindy reported, “My mentor has been a great help to me in my development into a successful member of the faculty. If I had a question about some classroom issue, he always was helpful and provided me with experienced advice.”

Some mentoring also took place through peer-to-peer mentoring and the collegiality of experienced faculty. Peer-to-peer mentoring set the stage for an atmosphere of emotional support for new faculty going through the transition to academia. New faculty confirmed that it was easier to share feelings and ideas with other new faculty who were in the same position. The collegiality among faculty in academia had an impact on professional development. Brenda explained, “There was a lot of support, especially from my fellow faculty members.” Bart reported, “Fortunately, several members of administration and many instructors backed me in my effort. With their help, I was able to demonstrate clearly that my approach was great if not a better approach to prepare students for their future careers.” Fred also felt supported and stated, “My colleagues were very helpful in showing me the ropes.”

DISCUSSION

While there are several theories that describe motivation, Maslow’s hierarchy of needs correlated well with the results of this study. Internal and external motivators were found to be key factors for the shift to academia. In Maslow’s hierarchy of needs, individuals are motivated by a variety of wants and needs, some more fundamental than others. Maslow’s hierarchy is most often displayed as a pyramid with the lower levels made up of basic needs and the complex needs at the top of the pyramid (Cherry, 2016). Once the lower level needs are satisfied, such as physiological, security, and social, the individual is motivated by higher level needs such as self-esteem and self-actualization. Maslow described self-actualization as the process of growing and developing as a person in order to achieve individual potential (Bowman & Deal, 2003; Cherry, 2016).

External motivators to move to academia were inability to meet physical demands of industry to provide for their families, retirement, or burnout. Job security can be a motivating factor to move to academia, since the promise of tenure can provide a great deal of security, thus meeting one of Maslow’s basic needs (Ayres, Brasel, & Duncan, 2016). Once basic needs are fulfilled, there is a move to more complex needs such as satisfaction of self-esteem and self-actualization.

Internal motivators for the shift to academia were to “give back” by teaching future generations of students,

and the passion to teach. According to Ayres, Brasel, and Duncan (2016), rejoining the academic world to develop and mentor the next generation can provide high returns, including a better work/life balance and an improved sense of self-worth. Faculty who made the shift from industry to academia reported high levels of satisfaction with their careers (Bishop, Boyle, Carpenter, & Hermanson, 2016).

The experience of the transition from industry to academia is not an easy process. According to Grabanski (2014), the transition process is cyclic in nature and begins with the motivation to have an impact on the profession through teaching students. Once in the academic environment, new faculty discovered that there was a steep learning curve for learning on the job while in a new context. In order to adjust to the new environment and establish emotional equilibrium, the new faculty member continued ties with industry to feel valued and respected while gaining self-confidence in their abilities in the academic environment. Supports in the academic environment such as mentoring, collegiality of faculty, and professional development programs assisted new faculty in understanding the higher education environment and developing the skills needed for success. As new faculty reached their potential, there was a need to expand their horizons and contribute to the higher education environment through committee work, administration, service, and scholarly endeavors. See Figure 1 for the transition process.



Figure 1: Model of Transition Process (Grabanski, 2014)

Workload expectations both surprised and overwhelmed new faculty. Many did not realize the expectations were to not only teach, but also to teach effectively through utilization of andragogy (i.e., the method and practice of teaching adult learners), meetings with students, and finding time to meet

responsibilities of service and scholarship. Weimer (2001) noted that most new faculty work 60 to 80 hours a week in order to be prepared to teach courses and fit in the expectations to complete scholarship and service. This rigorous schedule continued until a steady state was reached by teaching the same classes that decreased the amount of time needed to prepare effectively to teach. Balancing the institutional requirements for research required continuous cycles of reflection on alignment of teaching with research, learning activities, assessment practices, and outcomes (Rowe & Martin, 2014). In academia, the individual has more control and flexibility over time and generally knows what is coming after understanding the norms within the academic schedule (Weimer, 2001). According to Grabanski (2014), the ability to adapt to the workload expectations was effected by learning on the job in a new context, adjusting emotionally to the demands of the faculty position, and learning the art of teaching.

The impact of faculty collegiality and use of a mentor to adjust to the workload expectations and culture of the academic institution had a positive effect on transitioning successfully to the academic environment. Creating a welcoming community of educators that allowed a gradual familiarization to faculty role responsibilities can ease some of the stresses of the first year of teaching (Cangelosi, 2014; Schoening, 2013; White et al., 2010). Murray, Stanley, and Wright (2014), found that a successful transition into academia was facilitated through participant involvement of networking with colleagues, working with students, and sharing their passion for the profession. It was determined that structured mentoring and collegiality of peers assisted new faculty in feeling a sense of belonging in academia, while also increasing the skills needed and self-esteem of the new faculty member. The use of environmental supports within the institution, such as collegiality of peers and mentor support, smoothed the transition for new faculty (Grabanski, 2014).

Strategies that assisted in their professional development included a thorough orientation, clear workload expectations, and a structured mentoring program. Bishop et al. (2016) found that it was important for new faculty to understand the workload expectations and learn from those who have successfully made the transition. Weimer (2001) found that new faculty learning how to teach required resilience and ability to accept feedback from students and colleagues. Murray et al. (2016) articulated the need for formal mentors to help new faculty navigate the unwritten rules of the organization, use pedagogical resources, access faculty development opportunities offered at the university, observe their mentor teaching a course, use of peer feedback on teaching and classroom

management skills, and meeting with a mentor to interpret student course evaluations.

CONCLUSION AND RECOMMENDATIONS

This study has enlightened areas of the transition process that need to be addressed in order to recruit, develop, and retain new faculty that are contemplating the transition from business to academia. There were common motivators to make the move to academia including internal and external factors. The internal motivators showcased in this study were the desire to make an impact on the profession through teaching the next generation of students. However, once in the academic environment, challenges experienced included limited orientation to the culture of the organization and lack of clarity of workload expectations that created a steep learning curve to learn on the job in a new context.

In order to recruit potential faculty members, administrators and experienced faculty could encourage successful professionals in business towards academia. Opportunities to guest lecture, co-teach a class, lead tours and fieldtrips, and examine business cases may be offered to business professionals in order to get more experience teaching students. Other possible recruitment practices might be the use of web-links or webinars to depict the role expectations of a faculty member. This may be accomplished by interviewing experienced faculty and video of classroom interactions. Another option could be to partner with current professional organizations to orient potential faculty of the expectations in order to expand on what the transition to academia entails.

The importance of learning on the job through collegiality of faculty members and a formal mentoring program cannot be overlooked when designing professional development programs. During the transition process new faculty need to learn the skills to teach, but also will require emotional support and socialization to the new role. A successful mentoring program does require institutional support through funding and release time for mentors and mentees. In addition, institutions will wish to fund mentee-mentor projects and workshops to prepare potential mentors for their role in supporting new faculty. A mentoring program could be developed around the following topics: navigation of resources available on campus for faculty and students, grant-writing, how to apply for promotion and tenure, teaching strategies, student assessment and providing feedback, boundaries in the teacher-student relationship, teaching with technology, writing skills, aligning research with teaching, and emotional support during the transition process.

By examining and improving the transition process for the business professional to educator, business

schools can positively make an impact in retaining faculty by facilitating a smooth transition to academia. Administrators should do their part in supporting the professional making the transition by setting clear expectations, provision of timely feedback and recognition, and support of a formal mentoring program. In addition, the collegiality among faculty should assist in easing the transition process and create an atmosphere for the new faculty member to thrive in academia.

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FIELD EXPERIMENT IN THE MARKETING CLASSROOM: THE VARYING ROLE OF SOCIAL TIES ON NPD TEAM PERFORMANCE

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Can Uslay, Rutgers Business School at Newark and New Brunswick / Rutgers University*

EXTENDED ABSTRACT

Empirical evidence from organizational behavior literature suggests that teamwork results in higher productivity for the vast majority of individuals (Shalley, Zhou, and Oldham 2004). Therefore, firms and institutions of higher education alike emphasize the value of teamwork for increased organizational performance. In this natural field experiment, the authors examine the role of social ties (friendship) on the performance of New Product Development (NPD) teams.

The purpose of this article is twofold: First, the authors examine the role of team composition on NPD team performance. Specifically, the authors add to the growing literature on social network and ties. Second, the authors demonstrate that instructors can simultaneously conduct research and teaching. Most class projects (including those online) involve teams (Poddar 2010). Data from physical and virtual classroom projects can both be used to replicate and extend extant studies and/or generate new insights.

The context of this study is three new product development elective classes involving 140 undergraduate business students and 32 teams consisting of 4-5 students each in a large university in Northeast US. As part of their coursework, the teams were tasked with developing a new product development project (30% of grade) which consisted of creating a written marketing plan for a new product or service that they have conceived and presenting their plan in class. The instructor evaluated team presentations based on the quality of idea, marketing plan and presentation on a 1 to 10 scale where 1 represents the lowest and 10 is the highest score. Composite score of evaluations by instructor and project letter grade were used to measure the performance of the teams. The main independent variables in the study include social ties (friendship) and level of conflict. These were measured by way of peer evaluations.

The results indicate that there is an inverted-U relationship between the average number of friends in a team and performance. The authors also find that team conflict negatively moderates the relationship between friendship and team performance. Based on the findings and assessment of team formation approaches (random, self-formed, instructor-assigned), the authors propose a hybrid, two-stage method to improve team performance while successfully satisfying formation criteria.

The managerial implication is straightforward. Organizations should strive for optimal level of prior ties when forming teams. Neither a team of strangers nor a closely-knit one is ideal. While this may not be possible in all cases in a small organization, level of friendship is a factor that should be explicitly considered for cross-functional teams or when forming teams from large units, especially when the work is expected to involve high levels of conflict.

Team projects usually command a large portion of experiential learning in class and in grading. As such, focusing on team composition is also warranted in order to improve student team productivity (Stutts and West 2005). A promising hybrid method that could optimize performance would be to develop teams in stages. For example, the instructor could let the students pair up (which students will presumably do so primarily based on their friendship) and then merge pairs randomly (for efficiency), based on schedules (for high student satisfaction), or other criteria such as diversity or background (for high pedagogical effectiveness) to create teams of 4 or 6 students so that the teams can be optimized in terms of prior social ties but also meet other formation criteria for best performance outcomes.

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RETIRING FROM THE PROFESSORIATE: SOME INSIGHTS INTO THE PROBLEM RECOGNITION PHASE OF THE DECISION PROCESS

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EXTENDED ABSTRACT

Faculty who have been teaching for many years may begin to think about retirement from the professoriate to pursue other professional goals – and/or possibly travel and enjoy leisure activities in their later years. Regardless, at some point, most of us will think about retiring. As faculty, we are in a rather enviable position. Due to changing laws and the presence of tenure in many institutions of higher education, there is no mandatory retirement age. This means that for most faculty, it is an individual decision as to when one retires. The profession of a faculty member is not particularly physical demanding and if one is in good health, it is possible to remain an active professional well in to one's later years.

The Age Discrimination in Employment Act of 1986 was designed to generally eliminate mandatory retirements for most job classifications. However, universities and colleges who wanted to hire younger faculty members and promote the hiring of under-represented groups (women and minorities) asked for an exemption from the Act. This exemption was granted with an expiration date of January 1, 1994. The exemption allowed Universities to force faculty members to retire at age 70. When Congress allowed the expiration of the exemption, tenured faculty members had, in essence, lifetime employment security. Today, we accept that a faculty member's decision to retire is an individual decision based on a variety of factors.

The overall goal of the study is to better understand the decision process of faculty members who decide to retire from the professoriate. As the goal was to understand a decision-making process, the five stage consumer decision-making model provided a conceptual framework for beginning to look at the process. The first stage of the consumer decision model is problem recognition. This begins the process and triggers some further action on the part of the individual. Problem recognition is activated according to consumer behavior literature, when the discrepancy between the desired state and actual state reaches a critical level. Using this conceptual model, exploring when a faculty member recognized a "problem" is a focus of the research. To research this area, the decision was made to use qualitative research. The Phenomenological approach, which "describes the meaning of the lived experience for several individuals about a concept or phenomenon," in this case, the decision to retire, appeared to be best choice.

This phase of the study specifically examines the factors that were salient in influencing faculty members to begin seriously considering leaving the professoriate. The question that was asked related to *Problem Recognition* is as follows: "From the literature on retirement, we have identified some variables that might have factored into your decision to retire. How, if at all, did the following variables act as "push" and/or "pull" factors in your decision-making:

- *Professional variables (e.g. academic pursuits, professional identity, research, teaching, discipline-related issues)
- *Institutional variables (e.g. university policies and politics, leadership, departmental situation, governance)
- *Financial variables (e.g. retirement income and benefits, other employment)
- *Familial variables (e.g. spouse/partner life situations, caring for and/or spending time with other family members, family history with retirement)
- *Personal variables (e.g., free time, travel, other interests, health)"

The decision was made to select the sample from a population that consisted of retirees from one university. This decision was based on the desire to hold retirement benefits constant and for the convenience of conducting personal interviews. There are no rules for sample size in purposeful sampling, so the researchers decided that there should be at least 20 in the sample. This number seemed sufficiently large to cover a variety of experiences, but sufficiently small to be able to conduct in-depth interviews in a reasonable time-frame. The final sample consisted of fourteen females and six males. The respondents came from a variety of disciplines across campus. All faculty members had retired within the past 10 years. Most of the respondents (seventeen) opted to participate in a Faculty Early Retirement Program, which is a phased retirement that allows a retired faculty member to work up to half time for a maximum of five years. Not all respondents who entered the Early Retirement remained in the program for the full five years.

Each retired faculty member contacted received a letter of invitation to participate in the study. If the retiree agreed, a mutually convenient time and location were established for the interview to take place. The interviews were recorded and the recordings were transcribed. The transcriptions of the interviews were sent to each respondent for corrections or concerns. Once the respondent read and consented to the information in the transcript, the interview raw data (transcripts) were uploaded into a Box file. The researchers read through each interview transcript and highlighted the key phrases and statements that pertained to either the actual or desired state of affairs that led to problem recognition. Each key phrase or statement was then interpreted based on the entire interview transcript, where respondents revealed a bit more about the subject. The individuals who conducted the interviews were also able to add a bit of the nonverbal cues that could help reveal the meanings of the statements.

It was apparent that most of the external influences on the desired state were related to personal desires and family, while external influences on the actual state were related to the job, the institution or financial. Internal stimuli on both the desired and actual states were related to personal or financial. It appears that when the push and pull of the desired and the actual situations tend to reach a threshold level of discrepancy, individual faculty members have recognized a problem that can possibly be solved by leaving the professoriate. At this point most faculty will begin researching (seeking information) regarding various aspects and issues related to retiring.

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USE OF COGNITIVE ARTIFACTS TO ENHANCE STUDENT MOTIVATION TO MASTER MARKETING CONCEPTS

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ABSTRACT

Cognitive artifacts can be an effective tool for enhancing student learning of the marketing curriculum. This paper exhibits the delivery of several in-class activities in which students produce tangible representations of marketing content which provides a more engaging and memorable learning experience. Students use chart paper, markers and other low-fidelity materials to engage and interact amongst peers. Research supports the use of visuals, student created works, and peer review and feedback, to ignite higher order thinking skills such as creativity attributed to the representation of students' own ways of understanding the content of focus.

INTRODUCTION

Teaching is both an art and a science (Marzano, 2007). Clearly, concepts need to be learned but how to motivate students is often challenging, delicate, and elusive for even the most seasoned teachers. Vital to the success of higher education is an effort to improve millennial student engagement (Bonet & Walters, 2016). Not surprising, now more than ever, college students are accustomed to a fast-paced television and social media environment that may leave them challenged to follow lecture-based classes that require a greater attention span with unchanged stimuli (Kennedy, Lawton, & Walker, 2001). So, either the audience adapts which is unlikely to occur or the instructor adapts and this paper provides specific guidance on the latter.

My approach to the classroom embraces the theoretical and conceptual elements of the marketing discipline and also includes the visual and artistic opportunities that learning about marketing affords. Starting with student learning goals in mind, I then create a learning *process* that incorporates the visual creation of one's understanding. This tangible or visual method can be referred to as a *cognitive artifact* (hereafter CA) or a representation of a conceptual idea (Norman, 1991). Teaching with CAs is an evolution of the traditional model of higher education which relies heavily on lecture and a passive audience often burdening students' creativity (Al-Zahrani, 2015; Bishop & Verleger, 2013; Butt, 2014). Use of CAs provides the individual relevant, engaging and fun delivery of content. The introduction of CAs can add to, enhance, or replace traditional lecture-based courses to incorporate more student interaction as student-created visual representations and authentic outcomes occur during the learning process. The

process outlined in this paper can be easily adopted by educators for use in a broad variety of marketing courses. I used them in six different classes.

LEARNING TO DO

Just like the goal of many brand building campaigns is to be memorable, concepts in marketing education should be memorable to students after the class is taught. Edgar Dale's (1946) research on audiovisual teaching and learning has informed decades of pedagogical guidance acknowledging that learners generally remember, "10% of what they read...20% of what they hear...30% of what they see...50% of what they see and hear...70% of what they say and write...and 90% of what they do" (p. 108). So, if we value internalization of concepts, providing students additional opportunity to "do" is important pedagogically speaking. The activities discussed in this paper are anchored primarily around the *say and write* and *do* activities which aim for high learning retention.

THE PROCESS OF VISUAL THINKING & COGNITIVE ARTIFACTS IN USE

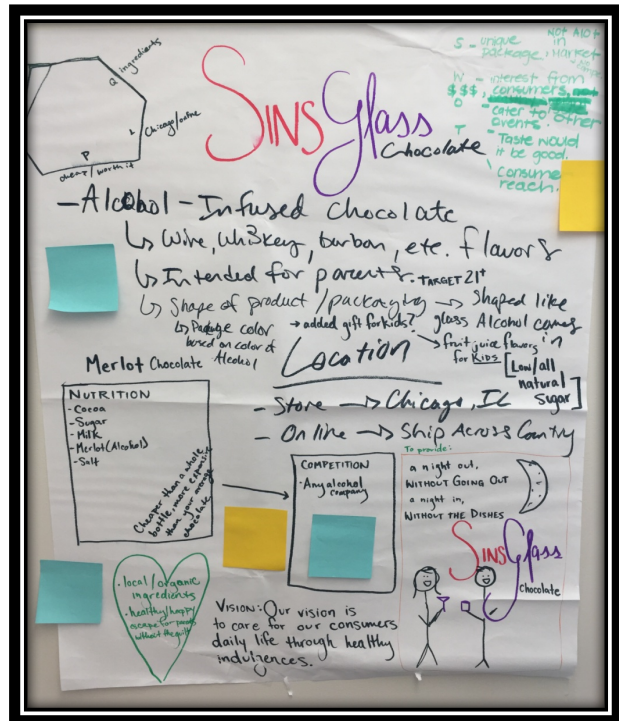
The process of "visual thinking" is something early humans relied on to communicate (Funk & Wagnalls New World Encyclopedia, 2016) and evolved to its more formal position as a learning style (Arnheim, 1969; Fleming & Mills, 1992). Students may engage in deeper thinking as an attempt to "integrate various modes of investigation and representation...find the approach

engaging...naturally aligned with their *own* ways of seeing...[and generate a] sense of ownership” about the process (Frazier & Caemmerer, 2014, p. 41,42). Rather than provide students with definitions of different types of market segments and information about how to design the ideal retail space, I facilitate a classroom activity that presents and discusses these concepts and students then create and *show* these concepts to their peers and instructor using CAs. An important low tech and inexpensive tool used in my classes to help students learn the process of visual thinking is self-sticking chart paper. These roughly 20” by 23” pads that can stick to most surfaces allow for a dynamic classroom learning experience. Students can work sitting or standing, rotate stations, create a reference point large enough for the entire class to see and enable individual or team collaboration. During the instructional planning phase, I aim to answer two basic questions with the incorporation of the CA activity in class: How can students *show* their thinking and learning? How can students *learn from and build* upon their classmate’s thinking? In the next section of this paper, I outline the pedagogy employed in my classes and include photos of each example described for the following topics: *macro and micro elements of the business environment, marketing channels, pricing strategy, new business development, branded storytelling, digital marketing strategy, elements of the business plan, services blueprinting, market segmentation and prototyping* extension activities. To view all exhibit photos, please visit: <http://cognitivelearningartifacts.wikispaces.com/>

As mentioned, the process that I present in this paper is applicable to many, if not most, marketing and business courses.

Macro and micro elements of the business environment (Exhibit 1)

To explore what a market is, barriers to entry and elements that influence a market offering, in teams, students created their own candy product/company. After a brief local introduction to Chicago’s candy history, beginning in pairs and selecting a piece of chart paper and several markers, students were introduced to the concept of a market, and then asked to, with their partners, create a new and unique product for the candy market, name their product, and create a visual of the product both in raw and packaged form. Before students took each step outlining their product, I, the instructor, shared presentation slides with key concepts and examples. For example, I would discuss six factors of competitive advantage and then ask students to draw a hexagon and along each side of the hexagon write one of the factors (e.g. quality, price,



location, etc.). As a class, we would discuss what strategy is and what tactics are, review examples, and students using their chart paper would then develop a plan for targeting and marketing. Step-by-step, students were instructed to

write and draw the evolution of their product along with course concepts. Students outlined everything from ingredients and other inputs to make their product to identifying promotional outlets and assessing their competition. We discussed how this addressed their microenvironment consisting of various types of customers and markets. Students also identified larger societal forces that could affect their business (economic, natural, technological, etc.).

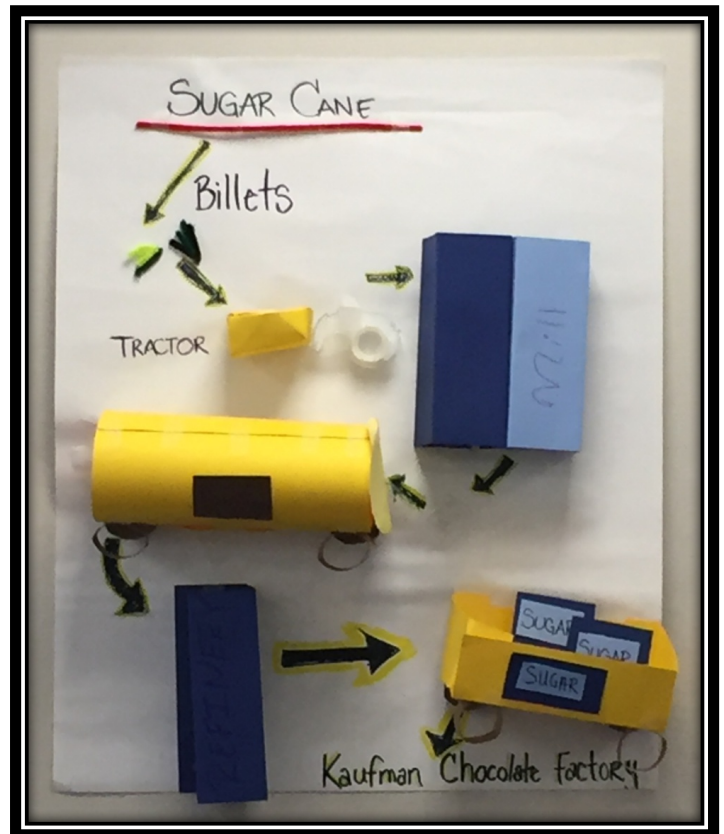
Upon each successive step and review of real company examples, which also included drawing a heart and inside listing core values, and then crafting a mission and vision statement, students at completion created an outline for a business. Students in pairs placed their content on the wall, and student pairs rotated three “stations” right to review and evaluate their peers’ plan. Students then were asked to conduct a SWOT Analysis of the business offering based on all the information presented to them. This allowed for student groups to reflect and consider what areas of a plan were strong and well thought out and which needed improvement.

Finally, student pairs rotated three stations to the right again and were asked to switch roles now assuming the position as an investor from a large candy company, Mars, looking to acquire one of these startup candy companies as the startup is seen as a threat. Each student took a Post-it note and visited all poster stations and analyzed the product offerings to determine which group had the most promising product, record their justification on the Post-it and place it on the poster. Students were instructed to look for promise/potential in the product, a clear vision for the business, feasibility/business model, a unique value proposition and positioning in the marketplace. As a class, we then discussed the “winning” product and the elements that made it attractive to a particular segment of the candy market.

The Exhibit 1 photos included show the winning team that detailed a wine-infused chocolate along with their marketing message of “a night out without going out” and runner-up “bros protein bars – get your brotein on” which also detailed a well-formulated approach to a protein infused chocolate bar. This exercise enabled students to consider and apply steps in the business development model process.

Marketing Channels (Exhibit 2)

The first third of this Foundations of Marketing class session included a discussion of marketing channels. Students were introduced to the concepts of upstream and downstream partners in supply chain management, vertical and horizontal marketing systems and the importance of understanding and managing one’s supply chain as a component of business efficiency. Examples were given of the types of intermediaries, and processes for sourcing products including raw materials and logistics information management, transportation, warehousing and inventory management. For the remaining two thirds of the class session, students performed the role of suppliers for the professor’s chocolate company. The class was divided into three groups: cocoa suppliers, sugar suppliers, and milk suppliers. Each group received a piece of paper that outlined their “steps,” or their role as my supplier. Students had to determine how, as a group, they would work together to divide their tasks and “show” each step of the supply chain from sourcing raw materials to delivering their final product to the manufacturing plant of the professor’s chocolate factory. In addition to the chart paper, low-fidelity materials such as pipe cleaners, colored paper, multicolor cotton balls, wood sticks, scissors, tape, and glue were provided to students to enable them to represent the various activities. A few guidelines shared with students:



- a) *Now, because you are my suppliers*
 - a. *I can reject based on quality criteria if it doesn't meet my standards*
 - b. *I can apply pressure on you to deliver more quickly and you want to be my suppliers because I make 40% of the world's chocolate bars*
- b) *Think about what your final product looks when you deliver it to me (mode of transportation delivery, pricing and packaging)*

Students engaged in extensive teamwork to manage themselves; groups had to physically hand me a representation of their deliverable (packaged raw cocoa or a container of milk in a paper truck). To provide a more realistic experience for students, as the buyer or manufacturer, I also emphasized the pressures of the supply chain as I handed Post-it “warnings” and “requests” to the supplier groups indicating I wanted a supplier to change its quality (or shape) or requested a change in volume. Exhibit 2 photos detail deliverables placed on the wall and students discussed their team’s process in the supply chain. Each group then was asked to answer several follow-up questions posed by the instructor and class discussion ensued. This exercise enabled students to

take an abstract concept by enacting a process and creating tangible representations of the concept.

Pricing Strategy (Exhibit 3)

For this class session, my goal was to make the learning process of understanding different pricing methods an active and individually tailored process. In sum, there were 20 textbook pricing strategies to be explored. Student teams were given three different pricing strategies in which they were to create a poster describing the strategy with keywords and phrases, create a visual representation of the strategy in motion and provide an example of the use of the pricing strategy. Student groups researched their pricing strategies with in-text and online resources to create their poster. Exhibit 3 online includes two team examples. Completed posters were placed on the classroom wall, and in students' groups, students were given a "Pick the Price" scavenger hunt handout that I created. Students were provided 10 descriptions of pricing strategy scenarios for businesses in various industries in which student groups were to review the posters created in class to determine which pricing strategy was best described in each scenario. The scavenger hunt ensured that student groups examined and analyzed each of the 20 pricing strategies explored in class. Photos of all posters were posted to the course website as a review tool for the final exam. This exercise enabled students to express individual meaning for an abstract concept and collaborate actively to experience and reflect on course content.

Market Analysis & Feasibility: Use of The Super Hunch Sketch Pad (Exhibit 4)

The Super Hunch Sketch Pad is one element of the Innovation Tool Kit brought developed by Innographer, an open education and innovation design firm. In the context of thinking through the process of developing a business, student teams sketched and detailed their business ideas including what exactly is being offered to the market, their target market, and what is the business's unique value proposition. Students created boxes with these concepts fleshed out on posters and began to draw what they envision for their business. Student teams then consulted other classmates' Super Hunch Sketch Pad posters and provided feedback on their business ideas – pointing to areas of strength and where ideas could be reconsidered. Based on feedback, students used a feasibility and impact chart on their posters to identify the overall strength of the business concept. Students

then returned to their team's poster and a class discussion commenced around market research, collecting consumer feedback and how to craft survey questions, all logical extensions of new business process. Student teams began to draft a survey to gather final target customer data. This exercise enabled students to collectively and actively produce and reflect on the marketability of a business idea.

Branded Storytelling (Exhibit 5)

In the context of a class on advertising, discussion began with the concepts of brand image, positioning and the idea of a brand's "story." How do brands create resonance with their audience and communicate desired messages in tangible and intangible ways? To explore these questions, in groups, students were assigned a "poster" with a hidden brand name which was affixed to the wall prior to the class beginning. A brand was labeled at the top of the chart paper with a colored strip of paper taped over the name, only to be revealed when student groups selected a poster station – producing intrigue and an unbiased selection per group. Brands were chosen based on those most familiar to millennials – including Trader Joes, Panera, The North Face, and others. Through a series of architected steps, student groups were guided to draw the images that came to mind when thinking of the brand followed by a discussion of how brands aim to create visuals in the minds of consumers through advertising. Students were prompted by successive instructor presentation slides to complete a profile of their designated brand based on the advertising techniques explored. Students ultimately identified ways in which brands communicate through their packaging and labels, employees, corporate culture and environmental policies, amongst other criteria, to create an overall "story" that is communicated to consumers and which consumers buy into. A complete example for The North Face is included in Exhibit 5 online. This exercise enabled students to visualize the tangible and intangible elements that comprise a brand's diverse communications to consumers.

Digital Marketing Strategy (Exhibit 6)

One component of the interactive marketing curriculum is digital marketing strategy. As a class, students had been studying content marketing examples and strategy for several weeks. This in-class activity was the application of generating a holistic strategy for a brand. Students were to create a concept map that illustrated a digital marketing strategy for the brand chosen and then share their strategy with the class. For example, in the Nordstrom example shown

in Exhibit 6 online, a student team created a “Buy the Look” hashtag (#BTL) to be used strategically on items throughout the Nordstrom website and their social media platforms and outlined the use of Vlogs, or video blogs, for personal styling appointments and to encourage consumer engagement.

Once each group shared their concept maps and strategy, the class discussed the role of a contemporary technology used in marketing – podcasts. Strategy for brands for podcasting and tips for creating a podcast were the focus. Podcasting is an increasingly important marketing tool and based on an in-class student survey, not surprisingly, students were more familiar with the consumer side of podcasting and not the production side as a part of overall digital marketing strategy. Students were then asked to flip over their concept map and develop a potential podcast production outline for their brand using the template, *we’d start by, we’d pivot to, we’d highlight, and we’d conclude with*. As also presented with the Nordstrom example provided, students thought strategically about spokespeople for a brand and the importance of crafting a defined message to a particular podcasting audience. This exercise enabled students to take an obscure concept and technology, disassemble it, critique it, and produce their own.

CONCLUSION

At a time when learners may be more distracted than ever (Katz & Lambert, 2016), boosting their focus and motivation to learn and internalize fundamental marketing concepts is more important than ever. CAs can be one solution. They can be used to help learners create representations of concepts to understand marketing curriculum in more engaging, concrete and memorable ways. I believe the effectiveness of this innovation is demonstrated in three significant ways. First, students are asked to write their understanding of marketing concepts on chart paper and then share with the class and instructor. Research on pedagogy and best practice teaching finds that learning is best achieved when it is an active rather than a passive process for students (Bonwell & Eison, 1991; Vygotsky, 1978). Additionally, feedback from peers may be considered less offending and more constructive than that received from an instructor and may be viewed as more helpful (Ackerman, Dommeyer & Gross, 2017). Students practice self-managing in groups and are not sedentary during this process. Research heavily supports movement for an enhanced learning process (Jensen, 2005; Madigan, 2004; Medina, 2008) and groups of students are more alert and full functioning united with a common cause (Patterson, 2011) to

produce their artifact. Moreover, movement, according to action learning theories, is a catalyst for the brain to acquire knowledge (Madigan, 2004). Written student feedback from a course evaluation supports this research.

“Dr. [Name] is a really good instructor. She helped me get out of my comfort zone when it came to working with others. The hands-on activities really made the difference in this course. The in-class projects and assignments also really made class much more fun and memorable.”

Second, research by Topolovčan (2016) states that, “Any creation is learning... artistic creation is a form of learning, primarily expressed as a human constructivist activity” (p. 1149). Whereas, constructivist learning is a process of introspection and leveraging prior understanding is socially constructed (Topolovčan, 2016), I believe the examples provided in this paper demonstrate these active and constructivist building blocks for learning. Student teams are charged with a level of accountability to create, show, and explain their cognitive learning artifacts to their peers. A student group’s poster content for many activities is expected to be and should represent the most knowledgeable in the room on a particular topic. Therefore, students are held accountable to produce a worthwhile artifact to share.

Finally, a last important advantage of the methodology outlined in the paper is the flexibility it affords the instructor at a low cost. Chart paper is a tool that is easily accessible and adapted to any course topic and is also helpful for student review and assessment purposes. When students create their own examples with “visual notes” the examples become reference points for assessment questions and study aides. Research on neuroscience has shown that visual note-taking through the learning process is an effective way to retain information while also increasing student creativity (Pillars, 2016). In fact, when students are challenged to synthesize concepts into their *own* words or visual representations (Exhibit 2 online), create or produce a new work (all exhibits online), judge (Exhibit 1, 4 online), organize (Exhibit 4 online), examine (Exhibit 5 online), interpret (Exhibit 3 online), and recognize and define, they are engaging in all levels of thinking objectives, especially higher-level thinking, as outlined by Benjamin Bloom in his Bloom’s Taxonomy (1956). One student evaluation provided after course conclusion supports this research.

“I was a little bit worried about taking a marketing class because I thought I lacked the knowledge for marketing. But as the concepts were presented with

real-life examples and with the in-class activities, I could now get the big picture of marketing. After I learned concepts from the class, whenever I see some advertisements in daily life, I thought more deeply about what the message is and its specifically intended targets.”

Through the examples presented in this paper, coupled with support from the literature on learning theory and process, use of cognitive artifacts can make the learning process an enjoyable and effective one for both student and instructor. Students exercise self-management in teams and leverage peer creativity to produce tangible outcomes to demonstrate their knowledge and understanding. Additionally, students practice their written and oral communication skills and in diverse ways they practice climbing the ladder towards higher level thinking skills.

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MARKETING EDUCATION AND THE FOURTH INDUSTRIAL REVOLUTION

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EXTENDED ABSTRACT

This paper introduces the rapidly evolving fourth industrial revolution market disruptors of machine learning (cognitive computing) and robotics to the marketing educator. Despite numerous scholarly contributions to the K-12 literature, contributions to higher learning are sparse at best. Professional sources are used to frame the importance of the post digital innovations to marketing education such as self-learning algorithms and service-oriented robots.

Exploratory work is included to report a pilot study on how our students view the fourth industrial revolution's likely impact on career choice which is consistent with the professional literatures guidance. This is followed with a suggested technology marketing curriculum as a means for business schools to better pre[pare our students for the likely marketplace influences on career choice. Input from senior marketing educators at AACSB accredited schools refines a proposed specialized mater's program in technology marketing.

The paper concludes with a discussion about the challenge for the future-oriented marketing educator on how to weave these disruptors into the triumvirate of our profession – instruction, service/governance and scholarship, all geared to improve the career prospects of our students.

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USING A STUDENT WORKBOOK TO PROMOTE LEARNING IN AN INTERNATIONAL MARKETING MANAGEMENT CLASS

John Newbold, Sam Houston State University

ABSTRACT

In this article, the author describes how workbooks were implemented in a senior-level undergraduate International Marketing Management class. The workbook evaluated is 58 pages long, and is divided into 15 sections which mirror the material in the textbook and the content of the in-class lectures, videos and activities. The use of a workbook to promote the learning of key concepts in the International Marketing Management course is seen as a big success. In addition, the workbook has transformed the in-class environment from a passive learning environment to an engaged learning environment.

INTRODUCTION

In the current higher education learning environment, where publishers and instructors seem to be rushing to implement internet-based and online learning solutions in the classroom, perhaps one should pause to consider a somewhat “old school” learning tool – the workbook. Generally defined, the workbook is a companion volume to the classroom content that is designed to complement the lectures, textbook and other learning materials and activities being used in the course. More specifically, workbooks are designed to provide students the opportunity to check for understanding, test/hone skills, and apply critical thinking processes to content presented.

The learning activities contained in workbooks can range between various pedagogical approaches: From simple note-taking to short answer essay questions to math/finance exercises, etc. Workbook activities may apply to material in a text, material in a lecture, videos shown in class, or out of classroom activities such as reporting on a retail store visit. In short, the workbook may contain any materials or activities that the instructor may deem helpful in promoting students’ learning of the course material.

In this article, the author describes how workbooks were implemented in a senior-level undergraduate International Marketing Management class. In addition, results of preliminary assessment and evaluation of the workbooks is presented.

LITERATURE REVIEW

For the most part, the literature related to workbooks focuses on the practice of interactive notebooks in the K – 12 education environment. There is not much in the way of formal research on interactive notebooks in the realm of higher education.

The formal idea of an interactive notebook originated at the Teacher’s Curriculum Institute (TCI) (Endacott 2007; Wist 2006). It was designed to enhance learning of social studies among K – 12 students.

Premised on the notion that all students are different, one of the strengths of the interactive notebook pedagogy is that it can be tailored to address different forms of intelligence (Gardner 1993) and accommodate various learning styles (Manner 2001; Bower, Lobdell and Owens 2005). Notebooks have been found to provide structure and support for differentiated learning (Amaral, Garrison and Klentschy 2002; Gilbert and Kotelman 2005). Students were found to learn better in classes where the instructor used interactive and engaging instructional methods as opposed to the more traditional, passive strategies, such as lecturing (Escalada and Moeller 2006). Finally, interactive notebooks have been shown to provide an opportunity for students to take ownership of their learning (Waldman and Crippen 2009).

Kiewra first posited the notion that the interactive notebook was a representation of an information processing model (Kiewra 1996). By providing students with an outline of the daily lesson plans, students know better what to expect and the quality of notes improves, as well as test performance (Kiewra, DuBois, Christian and McShane 1988; Kiewra, Benton, Christensen, Kim and Frisch 1989). The use of a notebook forces students to process information at a higher level: They must pay attention, take notes, organize the notes, and relate the notes to previous lessons and real-world situations. Students must often provide their own perspective on the main points of the lectures (Peper and Mayer 1986). Further, it has been proven that students who process information at a higher level do better on comprehension tests (Bretzig and Kulhary 1979; Anderson and Armbruster 1986).

Note-taking is a skill that can always be improved upon. Students get higher grades if they take more thorough, complete notes (Locke 1997). In 1985, fewer than 25% of student note takers took notes worthy of inclusion in final study materials and only 50% listed main ideas (Baker and Lombardi 1985). In another study, students were shown to record as little as 11% of their instructor's critical lecture ideas (Hartley and Marshall 1974). Another study found only 37% of main ideas from lectures in students' notes (Kiewra, Benton and Lewis 1987).

Interactive note taking and associated skills have been shown to promote better critical thinking skills (Ayati 2006). Activities which make students demonstrate what they have learned by paraphrasing or clarifying certain items helps them retain important concepts (Ludewig 2006; Trucillo 2006). Pointing out the real-world relevancy of what is being learned promotes learning (Peper and Mayer 1986; Gagne and Driscoll 1988; Kaufeldt 1999; Barnett, 2003; Caine, Caine, McClintik and Klimek 2005).

Purposeful notetaking – a learning strategy that makes students organize, clarify, transfer and elaborate on material they are exposed to – makes information more meaningful (Kenny and Schroeder 1994; Weishar and Boyle 1999). The value of making your thinking visible has been shown in numerous instances (Willis 2007; Perkins and Ritchhart 2008).

Importantly, the interactive notebook provides a basis for formative assessment on the part of the instructor and provides a platform for valuable interaction with students (Hargrove and Nesbit 2003; Bower, Lobdell and Owens 2005; Gilbert and Kotelman 2005; Trucillo 2006; Endacott 2007). Instructors are encouraged to informally assess notebooks on a regular basis (Bower, Lobdell and Owens 2005). The interactive notebook provides opportunities for students to engage in self-reflective and collaborative experiences that foster meaningful exchanges with instructors and fellow students in the classroom (Waldman and Crippen 2009).

Finally, Interactive notebooks have been shown to enhance general learning, personalization and metacognition strategies for students (Chesbro 2006). After the lesson, the student notebook is a tangible product that can be retrieved and used again once moving on to the next topic or reviewing for an exam (Henk and Stahl 1985; Kenny and Schroeder 1994; Rhul and Suritsky 1995; Marzano, Pickering and Pollock 2001).

METHOD/IMPLEMENTATION

The workbook used in the International Marketing Management class emanated from a need to better manage a plethora of class "handout" materials

that had been developed over previous years of teaching the course. While these handout materials were seen as helpful, the passing out and collection of the materials in nearly every class session were becoming a distraction and a waste of valuable class time. In addition, the fact that all of these materials were "free floating" meant that they were prone to being lost or misplaced by the student during the course of the semester, thereby decreasing their usefulness for study activities. Thus, the decision was made to compile all of these materials into a single physical (paper) "workbook", pass the workbook out at the beginning of the semester, and use it as a learning tool throughout the semester.

The paper workbook is 58 pages long, and is divided into 15 sections which mirror the material in the textbook and the content of the in-class lectures, videos and activities.

The author was teaching a 3 – 3 load during the semesters of the implementation of the workbooks.

LEARNING OBJECTIVES AND SHORT-ANSWER ESSAY QUESTIONS

Each class session was 90 minutes in length. In general, 3 – 4 key concepts were covered in each class.

The workbook lists the key learning objectives of each lecture and poses anywhere between 3 – 9 short-answer essay questions that require critical thinking about key course concepts. For example, one short-answer essay question asks the student to distinguish between the concept of "self-reference criterion" and the concept of "ethnocentrism". Upon completion of each learning section, or at the start of the next session, students are required to answer the essay questions to the best of their ability without consulting their notes. This is to check on top of mind recall of the concept. After this process is completed, students are given a few minutes in class to consult with their classmates to fine-tune their answers. Finally, the instructor discusses the answers for the benefit of the whole class.

OTHER LEARNING ACTIVITIES

The learning objectives and short-answer essay questions provide the basic framework for the workbook. However, this material is complemented by other learning activities:

- 1) Learning Games: For example, involving the source country for "American" holiday traditions or meal/table etiquette traditions in countries across the globe.

- 2) Video Study Guides: These are typically one-page sheets to be filled out while watching videos in class. The purpose here was to keep students focused on the main ideas of the videos.
- 3) Exam Study Guides: one-page sheets which list all of the concepts being covered which are “fair game” for the upcoming exams.
- 4) Cartoons: For entertainment purposes and a “break” from learning. However, the cartoons were all related to international marketing concepts.

PERIODIC REVIEW BY THE INSTRUCTOR

The instructor utilizes periodic reviews of the workbooks as a portion of the attendance grade for the course. The reasoning is, if you not in class, you will not be able to complete the portion of the workbook activities covered in class. This is true whether or not the absence was an excused absence. In either case, *it is the responsibility of the student* to get “caught up” in their workbook activities by consulting with another student or engaging in activities (e.g., watching a video) on their own time.

Accordingly, workbooks are collected at four different points during the semester, and a portion of the attendance grade is awarded on the basis of the completeness and accuracy of the workbooks. It should be noted that the workbooks are only quickly reviewed by the instructor -- not graded closely for

accuracy or correctness. However, the instructor is able to obtain a feel for how well the students were tracking on the key concepts covered in lectures and class activities. The “pick-up” dates are noted on the course syllabus, so students know ahead of time when they will be picked up for review.

ASSESSMENT/EVALUATION

At the end of the first semester the workbooks were implemented, their effectiveness was assessed in the following ways:

- 1) Student Mastery of Key Course Concepts
By comparing student performance across 12 key concepts from the course, as assessed on the mandatory Final Exam,
- 2) School’s Standardized Course Evaluation System
By examining the overall ratings of the course and instructor from the school’s standardized evaluation system, the IDEA System, and
- 3) Custom Course Evaluation Questions
By administering custom questions to all students specifically querying the effectiveness of the workbook.
- 4) Unsolicited Student Comments

The results of these assessment and activities can be found in the ensuing sections.

STUDENT MASTERY OF KEY COURSE CONCEPTS

Exhibit 1

Mastery of Key Learning Objectives among Marketing Majors (Score = Proportion Mastering Concept on Final Exam)

	Fall 2015 N = 28	Fall 2016 N = 28	Change
Overall Score Across 12 Concepts	83	83	-
Overview of International Business	96	83	(-13)
Adaptation vs. Standardization	89	93	+4
Basic Global Geo-Political Concepts	86	86	-
Trade Barriers and Forms of Economic Cooperation	64	81	+17
Historical Context of Global Trade Since WWII	75	74	(-1)
Economic Development and Its Implications	96	91	(-5)

Market Entry Strategies	82	88	+6
International Legal Issues	96	76	(-20)
Ethical Issues Related to International Trade	64	74	+10
Distribution Issues	75	81	+6
International Staffing and Expatriates	89	88	(-1)
Current Trends in International Business	79	84	+5

Of the 12 key concepts, 6 experienced an increase in mastery of the concepts when utilizing the student notebooks. Overall, student performance remained the same.

The single area of significant weakness appears to be the concept of the “international legal issues” which saw a drop of 20 points from the high level of 96% in the previous period. It is unclear

exactly why performance suffered on this particular concept

SCHOOL’S STANDARDIZED COURSE EVALUATION SYSTEM

The institution involved utilizes the IDEA System as its required Student Course Evaluation (SCE) system. Highlights related to the workbook are as follows:

**Exhibit 2
IDEA Scores for Spring, 2016 (No Workbook) and Fall, 2016 (Workbook)**

	Spring 2016 (n = 33) 5 pt. scale	Fall 2016 (n = 66) 5 pt. scale
Excellent Course	4.8	4.9
Made it clear how each topic fit into the course.	4.6	4.9
Explained course material clearly and concisely.	4.8	4.9
Inspired students to set and achieve goals that really challenged them.	4.5	4.5

Generally, the course received high scores for being an “Excellent Course” in both semesters. In particular, the workbook appears to have improved on the ability to make it clear how each topic fit into the course.

CUSTOM COURSE EVALUATION QUESTIONS

As part of the IDEA data collection process, students were asked to evaluate the workbook by responding to a 7-point Likert scale (agree/disagree) with regard to the following statement: “The student workbook was helpful in learning course concepts and preparing for the exams”. The average rating among

the 68 respondents was a 6.9, indicating that virtually all students found the workbook to be helpful.

Similarly, students were asked directly if the student workbooks were used to study for the exams. 66 of the 68 students (97%) indicated the workbook was “Used a Lot”.

UNSOLICITED STUDENT COMMENTS

Perhaps the most compelling evidence in favor of the workbook was some of the unsolicited feedback offered at the “open-ended” portion of the IDEA course evaluation survey. A representative sample of these comments are provided below:

**Exhibit 3
Unsolicited Comments about the Workbook**

“He is very clear on what he expects and his workbooks help greatly in understanding the course. More professors should use workbooks, it helps students pay attention from class to class.”

“He created a workbook for the class to take notes in which was an extremely useful tool.”

“I think the format of this course was really effective. More specifically, I think the workbook served as a really great study tool. I didn't realize how helpful it was until I began studying for exams and found that I actually retained the information learned weeks in advance of exams due to keeping up with the in-class notes. Don't change a thing!”

“The way his course is set up with a workbook allows you to truly focus on what is important and what we should take away from the class. It keeps you engaged all class long. I have never had a professor lecture the full hour and twenty minutes and not be counting down until we are allowed to leave. I did not even need to study for his exams hardly because the lecture was so easy to follow.”

“The workbooks make it easy to prepare for the test while still allowing you to pay attention to the bigger picture in the course.”

“It is very clear what is expected and the workbook helps greatly in understanding the course. More professors should use workbooks, it helps students pay attention from class to class.”

DISCUSSION/FUTURE ACTIVITIES

The use of a workbook to promote the learning of key concepts in the International Marketing Management course is seen as a big success. Students are enthusiastic about the value that the workbook brings, which includes helping them to see the over-arching framework and interdependencies of the course learning objectives. In addition, the workbook has transformed the in-class environment from a passive learning environment to an engaged learning environment.

There is still some room for improvement to the workbook-related activities. The literature related to interactive e notebooks is rich with ideas. First, the

workbook can include even more experiential and interactive learning activities, such as in-class quick team exercises and unannounced snap quizzes. Second, the workbook can include more exercises that challenge the creative side of learning and invite the student to think “outside the box” about the relevancy of the material being presented.

Finally, it is interesting to consider the notion that the improved student performance is related to time on task in completing the workbooks. In this context, it may be interesting to compare the use of workbooks with some other learning pedagogy/device that also requires significant time on task.

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TUITION RESET: A MARKETING OPPORTUNITY FOR LIBERAL ARTS COLLEGES

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ABSTRACT

This paper examines how a tuition reset can be a marketing opportunity for a private non-profit college. A tuition reset is when a college advertises tuition at the net student cost. When executed, with commitment by all stakeholders, a tuition reset presents an aggressive marketing strategy that can bring positive results in a challenging environment. As presented, tuition resets are not for every college. For those who want to avoid sticker shock to potential students, a transparent pricing model can increase enrollment and net revenues.

INTRODUCTION

Colleges may raise tuition for multiple reasons, such as inflation, increased payroll, or to help provide aid to more students. Tuition is a college's marketed price. Pricing can be a curse as noted by Seth Godin's "2017" quote: "Price is the last refuge for the business person without the imagination, heart and soul to dig a bit deeper." Pricing can be different for all types of colleges. Most liberal arts colleges use the high tuition (price)/high discount pricing model. This is done to help persuade a student that there is quality with the college, but that quality can be affordable by having a student pay less than advertised price. However, by continuing to increase the gross tuition price it is turning off prospective students. This results in missing revenue that cannot cover rising costs and possible enrollment shrinkage. In many cases, this pricing model is asking the colleges to do more with less.

Currently, it is not hard to imagine that this pricing model will lead to elimination of colleges in the United States. The smaller set of remaining colleges will be competing for nearly the same pool of potential students that may be seeing less value in the education offered. In an interview, Scott Carlson of the Chronicle of Higher Education (2016) shares data of a tripling of college closures over the next few years.

The number of high school graduates, according to the Department of Education, will increase slightly as the millennial generation ages through the target years of 18 to 22. The potential student market will continue to ethnically diversify and include more first-generation college students. More students are opting away from college. Of the projected 10,778,000 enrolled undergraduates in 2018, only fifteen percent will be

interested in attending a private college (Lawlor, 2016). That equates to 1,616,700 potential first year students choosing from 1,587 current four-year non-profit institutions.

Along with increasing revenues, college's operating costs continue to rise. The expenditures colleges face will continue to increase. Over the last two decades, annual expenses have grown at an average rate of 5.4 percent (Lawlor, 2016). If these colleges are not able to grow enrollments, it is likely rising operating costs will continue to erode any profit margin.

There is an alternative. It provides an opportunity for some colleges to execute a new business model. Tuition (price) can be leveraged as a marketing advantage for some colleges. The sample size is small, but there are colleges that have reversed their business model by executing a tuition reset. A tuition reset is a decrease in the gross tuition price. Some schools that institute a tuition reset are seeing an increase in enrollment and revenues.

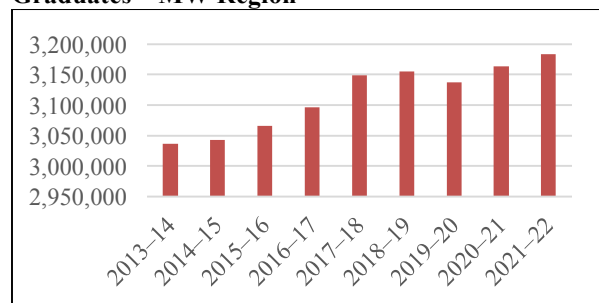
Along with being a pricing change, a tuition reset is a change to a college's marketing strategy. It is a new way of communicating the true cost of a student attending your college. A tuition reset can bring transparency to the student's selection process and increase your college's chances to be in the consideration set.

There are a select number of schools (approximately 25) that have done a tuition reset. Tuition resets have been researched in-depth and advocated by Lucie Lapovsky (Lapovsky, 2016). The research within this paper will show that this model can change the downward trends and bring a cleaner, operationally profitable model.

Background/History

The market for higher education is becoming increasingly difficult. Reviewing data from the National Center of Educational Statistics (NCES), some reports note a recent decline and some detail a slow growth. In this paper, it is assumed high school graduate numbers will remain stable, while the student population becomes more diverse, reflecting the general population as seen in the chart below (Statistics, 2013).

Chart 1. Actual & Projected U.S. Public High School Graduates – MW Region



Liberal arts colleges recruit from this target market. Approximately fifteen percent of all undergraduate enrollments occur at private non-profit colleges (Lawlor, 2016). There are also new competitors for students such as online courses, for-profit schools, and community colleges. Another contributing factor is that many public universities now have their state funding tied to how many in-state students they are enrolling. This has caused many public state universities to provide unfunded financial aid via scholarships to grow their enrollment, directly competing with non-profit colleges.

Colleges continue to market the high tuition/high discount model. One of the given reasons for high tuition is that price equates to quality. However this model presents a form of sticker shock to prospective families. In real terms students are lost from the simple posting of the tuition price. The negative factor of sticker shock is found in the Sallie Mae Survey (2016) that notes “Sixty-seven percent of families factored the price of a college when narrowing their list of schools. Fifty-five percent of families eliminated schools from their prospective set due to cost before they began the college application process.” In 2015, the Sallie May Survey (2015) noted forty-six percent of families would eliminate schools based on cost, an increase of nine percent. These percentages help note that families are focused on the gross price of a college, not just the net price they will pay.

Another important factor in private college’s marketing is reducing the amount of scholarships given to no-need students. Many families are not willing to

pay the gross price (even though they may be able) because there is significant competition (Lawlor, 2016). This helps put the families in a good bargaining position and gives a marketing advantage to state supported institutions. There is growing importance for transparency with the Department of Education’s College Scorecard. This allows students to see what net price they will be pay (Lawlor, 2016).

Methodology:

The first step in this research was the defining of key term. Key terms were tuition, liberal arts, and enrollment. Once these were established, a listing of schools was reviewed and selected. Initially these schools were broken out between private liberal arts schools that offer significant discounts of tuition versus schools that had offered lower tuition than most competitors, froze tuition, or did a tuition reset. Key terms are noted.

Table 1: Key Terms

Term	Definition
Tuition	Price advertised by colleges that signifies what a year of education is worth
Liberal Arts	Schools that self-identify as liberal arts with a focus mainly on academic subjects such as literature, philosophy, mathematics, and social and physical sciences
Enrollment	12-month undergraduate enrollment
Gross Tuition Revenue	Tuition noted by IRS 990 form
Net Tuition Revenue	Tuition less the amount of scholarship aid noted in on the IRS 990 form
Discount rate	$(\text{Gross Tuition Revenue Less Net Tuition Revenue}) / \text{Gross Tuition Revenue}$

The next step was to review the obtained data. Many of the resources (discount percentage, net tuition revenue, etc.) came from the college’s Internal Revenue Service (IRS) Form 990. This document is a requirement for all non-profit organizations to file to maintain tax-exempt 501(c)3 status. The Integrated Postsecondary Education Data System (IPEDS) was utilized to obtain

the stated tuition amount as well as enrollment for each college. After this data was collected, we calculated two different metrics (discount percentage, net tuition revenue per student) to help more easily compare the organizations.

Finally, interviews were conducted with individuals at institutions that had executed a tuition reset or frozen tuition. A survey was created for heads of admission departments of high tuition/high discount to provide thoughts on the sustainability of their respective college's practices.

RESULTS

Private schools provide “discounts” in the form of scholarships. These are funded through either the endowment or a reallocation of money. The focus in this research was on schools with similar profiles and tuition strategy. The research looked at nineteen colleges that are religiously affiliated and self-identify as liberal arts. Eleven use the high discount model, and eight do not. Average enrollment for the schools was 1,700 for low discount schools and 2,100 for high discount schools. Tuition (not comprehensive fees) averaged under \$25,000 for low discount schools and \$41,000 for high discount schools. Most schools in the research group have seen declining enrollment over the past few years.

Interviews were requested with all schools with low tuition. Two schools did not accept our request, but the other schools were either interviewed via phone or email. Below is a summary of the results of these interviews.

Of the colleges interviewed with the low tuition/low discount model many had switched from the high tuition/high discount model. They made the switch because of declining student body populations. The schools were also finding students were choosing lower cost institutions that offered the same reputational strengths. Many felt that the high tuition/high discount model is unsustainable (personal communication 2016).

The discount rate is the main factor individuals point to regarding the unsustainability of the model. Many of the people interviewed believe the idea of a “discount rate” causes confusion for prospective students and families. This has complicated revenue projections, made long-term budgeting difficult, and affected retention rates. As noted previously, when prospective families start looking at private colleges, many exclude schools that have a high tuition rate without understanding that they will typically pay 40 to 60 percent of that price (personal communication, 2016). This sticker shock decreases the pool of prospective students.

For the schools that reset/lowered their tuition price, each saw an immediate short-term success. More people applied for schools and enrollment increased from 17 to

50 percent. Net tuition revenue increased for all students, retention improved, and applicants were of higher academic quality for some of the surveyed schools. Students may have been receiving fewer scholarships but were more financially well off. Students and families appreciated the transparency. Finally, one college is now able to forecast growth for the next five years (personal communication, 2016).

To help supplement the data for high tuition/high discount schools, a survey was sent to the twelve colleges and universities. The survey asked questions regarding sustainable pricing and if they would change their current model. Seventy-five percent of the colleges responded.

Most respondents of the survey did not feel strongly about their individual school's pricing strategy. They acknowledge that the current process is confusing and families expect scholarships. Many believe that this pricing is not sustainable for the long-term. One Vice President of Enrollment believes the whole sector needs to move together on this and it would be too difficult for one college alone to move away from the model. All but one school was open to the idea of overhauling its school's tuition model. A majority of the schools would consider a tuition reset or tuition freeze, but to what extent remains to be seen (personal communication, 2016).

Data was collected from IRS Form 990s to look at gross revenue, net tuition revenue, and calculate the discount rate. We also reviewed the Integrated Postsecondary Education Data System (IPEDS) for estimated full-time equivalent (FTE) undergraduate enrollment.

High Tuition

Schools with high tuition/high discount were looked at first. Enrollments for these schools from 2009 to 2015 are below.

Chart 2: Average Growth for Enrollment – High Tuition

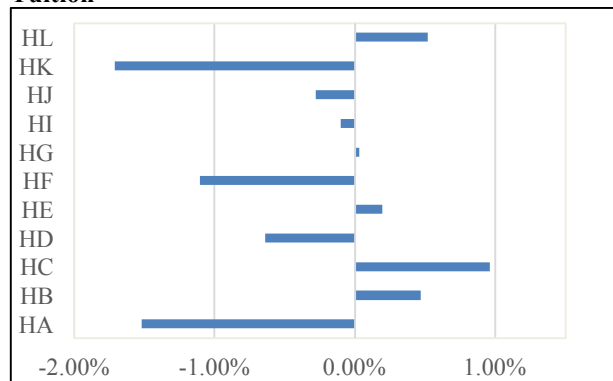
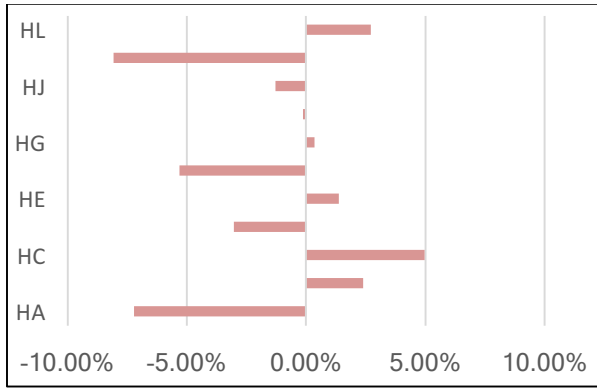


Chart 3: Enrollment Growth % to 2009 – High Tuition



At least four schools had a negative average growth rate, and six have seen their enrollment decrease since 2009. However, for all but one schools, the net tuition revenue (NTR) increased. The average growth of NTR per student was 1.92 percent with an average increase of NTR of eleven percent since 2009.

Chart 4: Average Growth Net Tuition per Student – High Tuition

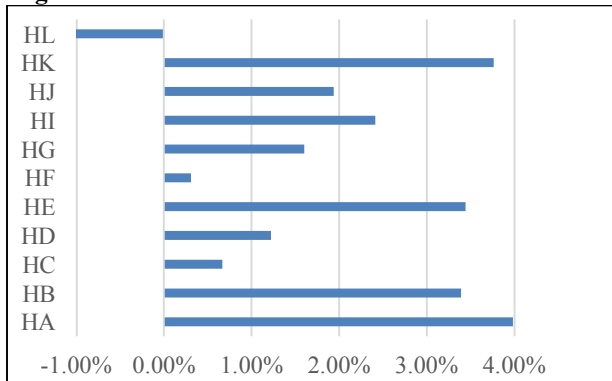
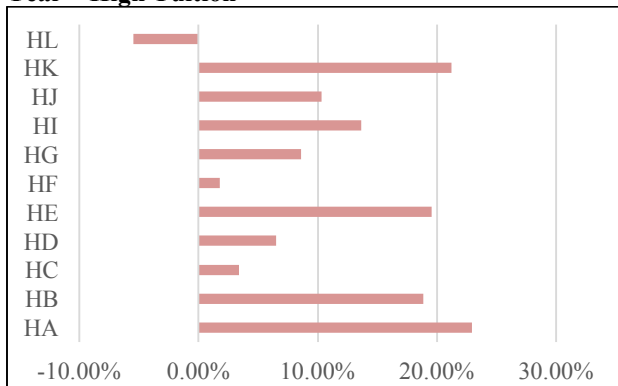


Chart 5: Average Growth of Net Tuition to First Year – High Tuition



The question becomes “how is this possible?”

The answer is that these schools raised gross tuition and increased the discount rate to help cover the lack of enrollment growth. These schools average a discount rate of 47.93 percent. Gross revenue increased an average of 3.76 percent and an average of 20.76 percent from the Fall of 2009 as noted below.

Chart 6: Average Growth of Tuition per year – High Tuition

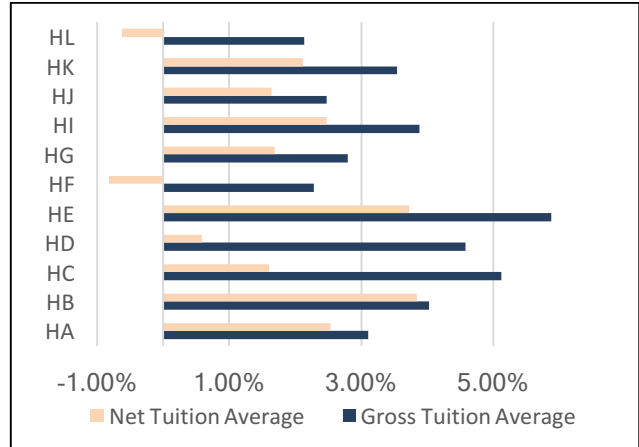
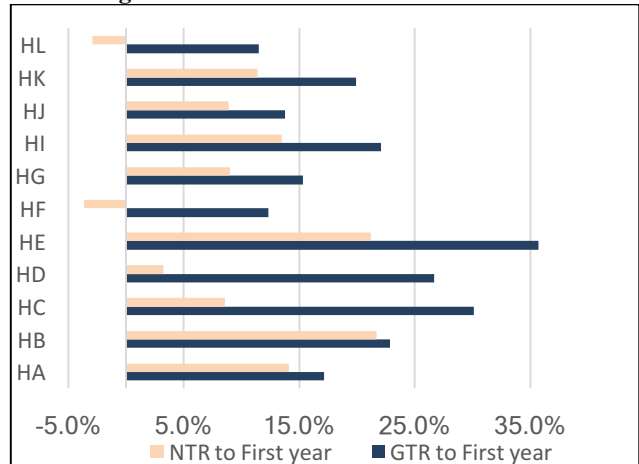


Chart 7: Growth of Tuition Revenue compare to Fall 2009 – High Tuition



Because the discount rate had to increase at the same time, net tuition only grew at an average of 1.65 percent each year and 9.5 percent from Fall 2009. The exhibit helps note that net tuition revenue grew at a lower rate (1.8 percent per year and 11 percent lower since fall 2009). This makes it tougher to cover costs and possibly gain enrollment as prospective students are turned off from the gross tuition price.

Low Tuition

For low tuition/reset tuition schools, the results were different than the high tuition schools.

Chart 8: Average Growth of Tuition – Low Tuition

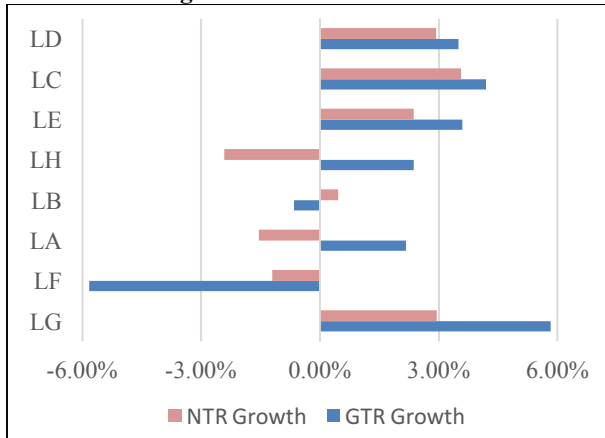
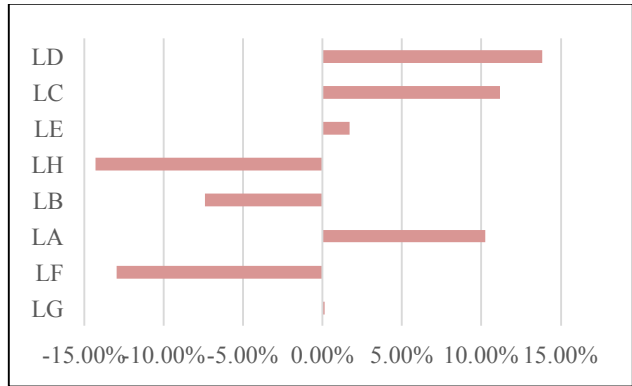


Chart 11: NTR per student growth since 2009 – Low Tuition



Enrollment grew over the time period for most schools. This growth rate was modest and healthy.

Chart 9: Revenue Growth since Fall 2009 – Low Tuition

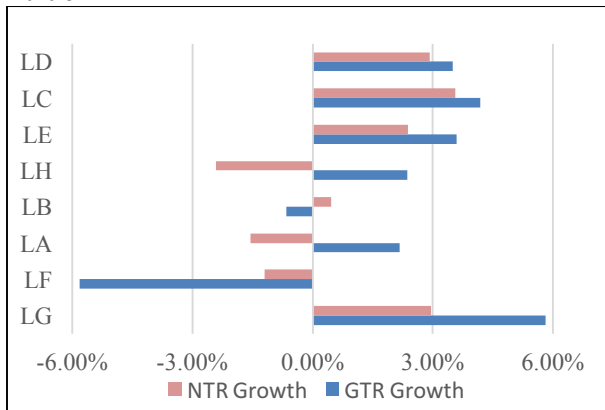
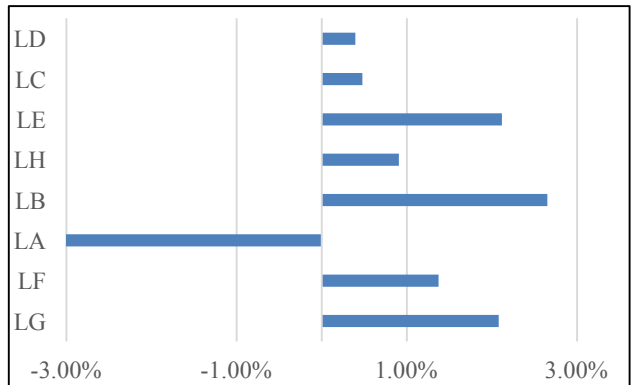


Chart 12: Average Growth of Enrollment – Low Tuition



Most schools had a modest increase in gross tuition over this time (1.89 percent per year and 12.62 percent since 2009). However, unlike the high tuition schools the NTR increased at a rate that was closer to gross tuition (0.89 percent growth per year and 7.90 percent since 2009).

Chart 10: Average Growth of NTR – Low Tuition

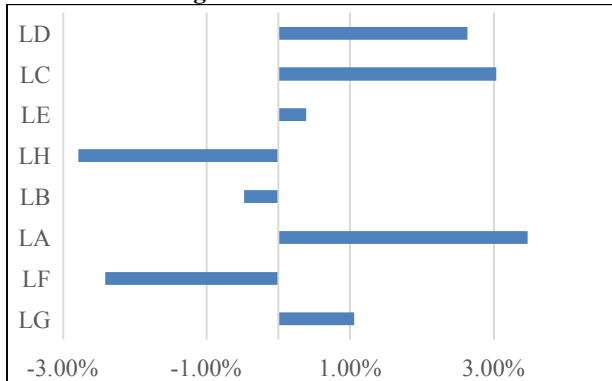
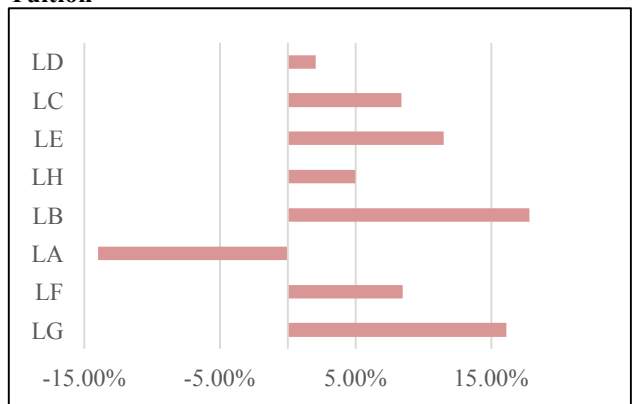


Chart 13: Enrollment Change from Fall 2009 – Low Tuition



Other reasons for these positive improvements besides tuition reset could include prestige change and lower costs.

Four schools (LG, LF, LE, & LH) reset tuition during this time. Below are the results before and after

the resets. School LH was not used as its reset just occurred in the past year.

Chart 14: Gross Tuition in \$ before and after reset

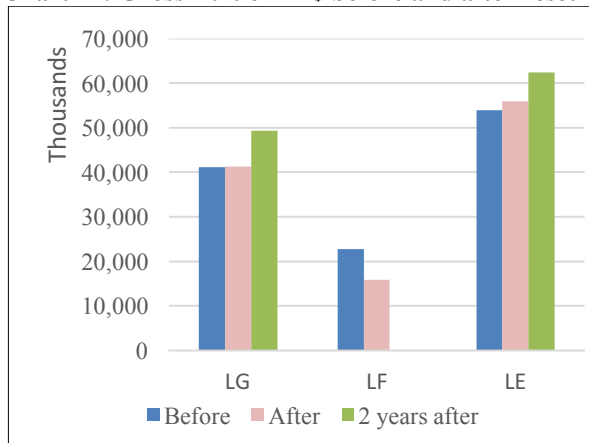


Chart 15: Net Tuition Discount Before and After Reset

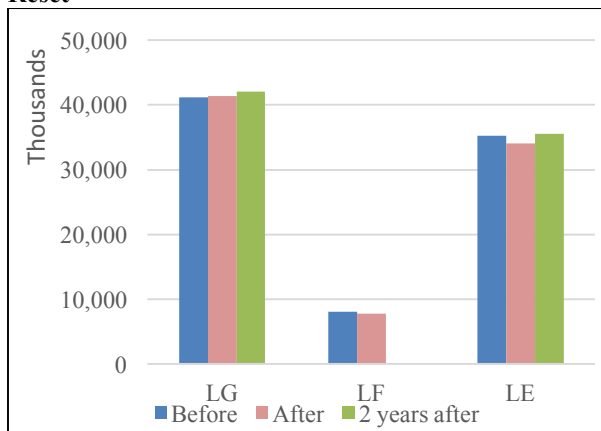
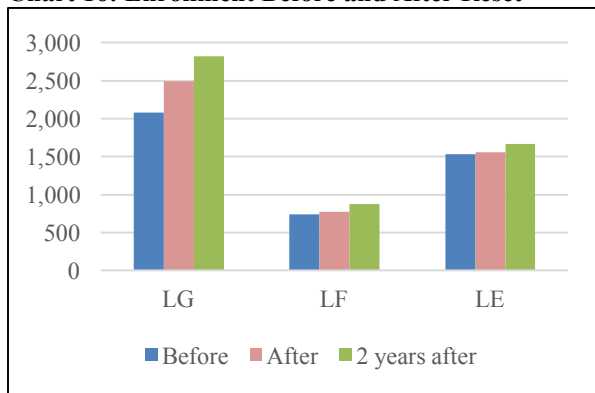


Chart 16: Enrollment Before and After Reset



For Schools LE and LG, gross tuition went up significantly but LF's decreased because of their drop in tuition rate. When comparing to NTR, the immediate move was not that different. This is due to the fact the gross tuition and NTR are more in line.

Finally, it should be noted that enrollment for these three schools increased after the reset, bringing in more revenue. However, the historical period is too short to determine if this is a sustainable practice.

RECOMMENDATION/CONCLUSION

One college executive interviewed stated, "As you look at market response to pricing in other sectors, the lower the cost, the more customers buy the product. I believe this should be translated into the higher education space as an effective way to bring stability to revenue growth." Once a school decided to change its model, they had to have significant communications and a marketing strategy to explain their decisions (personal communication, 2016). Another college noted "...what is clearly gone are the days when private institutions can drive brand value simply through charging higher tuitions. Students and parents are much more conscious of the price of higher education and want to ensure they are getting the best value for their money" (personal communication, 2016). However, a presentation made to multiple liberal arts colleges noted that lowering sticker price is risky. A college's demand may not increase, the reputational quality may decrease, and net revenue may not increase (Tiefenthaler, 2016).

A tuition reset, for schools able to adopt the strategy, can be a path for future survival by revamping their marketing strategy. It breaks the high tuition/high discount model and presents an understandable and clear price point to potential and current students. Tuition reset is not a solution for all colleges. It involves risk, and to be successful, there must be total dedication to the pricing model by all stakeholders. To institute a tuition reset as an "experiment" and without clear understanding of its execution will, like any marketing effort without total buy-in, result in failure. The failure could be substantial for it is always easy to lower price and hard to increase price.

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IMPROVING MARKETING AND ENGINEERING COLLABORATION: AN INTERDISCIPLINARY PROJECT

Cathleen S. Jones Marketing/ Robert Morris University

EXTENDED ABSTRACT

Collaboration between different disciplines in organizations, such as engineering and marketing, has been shown to significantly enhance the product development process. Various strategies have been used to encourage this collaboration. One strategy is to provide instruction in collaboration across disciplines at the undergraduate collegiate level. This paper discusses an interdisciplinary project between Marketing Research and Engineering classes. The primary purpose of the project was to enhance students' understanding of the two disciplines, thus improving future collaborations. Based on six iterations of this class, this paper discusses benefits and issues with interdisciplinary projects and presents a proposed ideal design.

A number of strategies were used to enhance collaboration. The primary strategy used to enhance collaboration was required face-to-face meetings. The professors for all three courses also met frequently to discuss course design and to develop strategies for problems which occurred. Despite this collaboration, a number of issues arose. Examples of problems which occurred during the first course offering were significant communication problems within cross-functional teams, differing class sizes which caused logistical problems, and "turf wars" which developed over ownership of the ideas and decisions

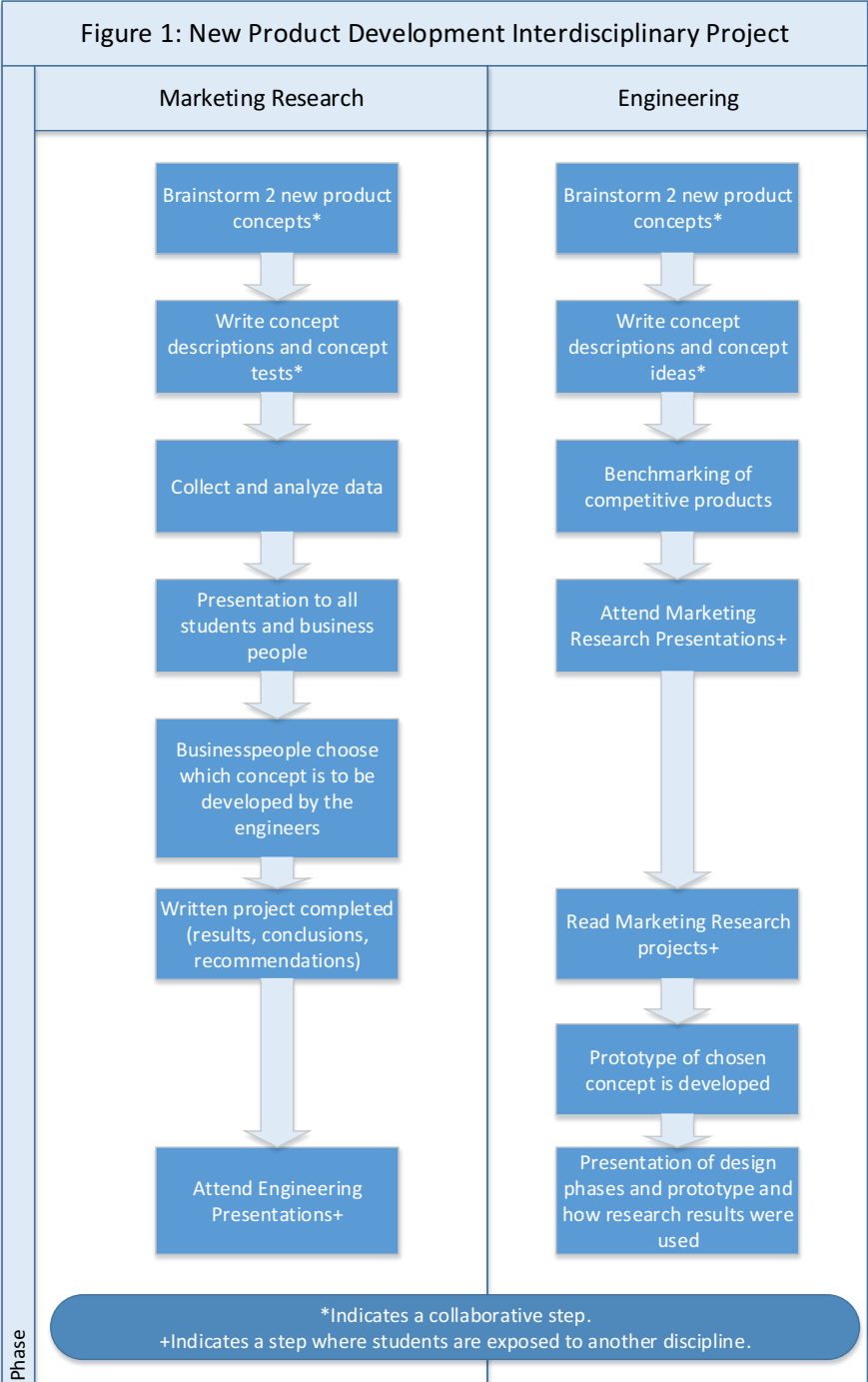
After a careful review of the initial interdisciplinary project, the faculty members met to discuss how to improve the design of this project and reviewed student feedback to assist with the process. The following elements were deemed to be important when developing the ideal project design.

- Determining the audience was the first challenge. It was identified as undergraduate junior level students majoring in Marketing or Engineering.
- The objectives needed to be clarified and focused on increasing the level of understanding of different disciplines and encouraging better collaboration skills among students.
- Early communication and shared class time helped to improve the communication among the students and improved the project.
- A major issue which needed to be addressed was clarifying student responsibilities and ensuring that all of the students had ownership of certain elements of the project and were held accountable for them.
- Differing class sizes had to be resolved. No clear cut solution was determined although awareness of the problem helped the faculty members to deal with it.

Figure 1: New Product Development Interdisciplinary Project is shown below. The design demonstrates a procedure to have students work throughout the semester on a junior level interdisciplinary project where an idea is researched and a working prototype is developed.

Satisfaction surveys were distributed to each class. Sample answers to the question "What did you like best about this project?" appear below. With one exception, these comments were written by Marketing students:

- "We got to see how a product was developed from beginning to end."
- "I liked seeing the final product come together."
- "Good experience working with different fields and people."
- "Actually seeing how the engineering students took our research and used it. It helped me understand marketing research better."
- "Working with the engineers hands on"
- "We developed a prod[uct] that could work"
- "Seeing the engineers' final product and how they did it."
- (Engineering student) "Interaction with Marketers"



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FIVE PIECES OF TRASH

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ABSTRACT

Marketing is changing rapidly as are the environments in which it operates. Marketing-oriented classes like Creativity, New Product Development and Social Product Innovation need to move beyond theory and offer applied opportunities for students to learn. This is about a simple low-cost exercise used in class to teach the idea of modeling. In Design Thinking terms, it would include constructing very basic prototypes or even brainstorming in 3D. The challenge for students is to learn how to model rapidly and economically and this does both. The challenge for professors is that many business schools do not have maker spaces.

INTRODUCTION

Learning to prototype is important in the classes today. In the Marketing department, there are classes that could or should use creativity exercises and maker spaces. Some of these are courses in Creativity, New Product, Innovation, Design Thinking and many more. In years gone by, the theory was that after much research you begin to model. In those days, modeling and prototyping were expensive.

What has changed? Three things are changing rapidly to challenge the Marketing Professor with the opportunity of teaching one of these classes. First, business schools are pushing the concepts of application, or doing, in the class. In the author's university, it is Learn, Make and Do. In addition, the idea of the flipped classroom often includes doing things in the face-to-face time of the class. Second, there is a current push for the Design Thinking approach advanced by the Hasso Plattner Institutes at Stanford, Potsdam, and Cape Town. In this system of innovation, the concept of prototyping is important and is used not only as a method of providing a late stage idea to clients, but also as a means of ideation. Third, the cost of prototyping is coming down to almost nothing. Students at the author's university can go to the library and 3D print a model of almost anything that they want.

With all the changes affecting marketing professors, they now face the challenge of how to include modeling and prototyping in the class syllabus. It is easy to send students to the library to 3D print an idea and bring it back to class but that is when the idea is somewhat fixed. How do you teach modeling as a creativity tool in the classroom in a modern business school that does not have a designated maker space?

In models of innovation and new ideas like Design Thinking, New Product Development Models, Stage Gate, and others, you find the maker phases. If, as in

most cases, you end up iterating by pivoting, or going back around there are more maker phases. How in the modern clean classroom do you get students to be creative in making things? It is hard enough to get students to iterate once they have the resources. There is a natural tendency for ideas to solidify when you start creating models. If you want to pivot, iterate, or change, there are several reasons for resistance to change.

Humans have a seemingly intrinsic resistance to change when they have constructed a model in 3D. For some reason, a 3D model seems to lock up the mind especially after you have cleaned up the mess and set the model on the table. Why is it so hard to simply put that model aside and start a new approach? You do this in ideation, you do this in sketching, so why not in modeling. Students find it hard to pivot or iterate when a model is not getting good response. Students may feel limited in their creativity given one set of resources

In classes like New Product and Creativity in Marketing, the challenge of offering an applied experience in the traditional business school classroom is large. In the author's case, the business school occupies a new building completed in 2013 with no thought to "maker spaces" and actual project work. The rooms are beautifully appointed and full of electronics and even artwork. The tables are in a relatively stiff format. There are spacious windows to the outside so you can dream about playing in the snow in the winter, or fishing on the river in the spring.

The challenge as the administration increasingly talks about learn, make and do is how to accomplish the applied do or maker section. These beautiful modern classrooms do not make it easy for making things.

- Furniture is new
- Table tops are not whiteboard marker friendly
- There is no equipment (saws, knives, scissors, screwdrivers, glue guns, etc.)

- No materials (foam core, cardboard, tape, foam, glue colored paper, balsa wood etc.)
- No equipment storage places
- No facilities for cleanup
- Classes are tightly scheduled (little time to set up or clean up)
- The classes are completely full; not an empty seat
- The whiteboard space is in the front of the room
- Trashcans are small, as the university is big on recycling – often difficult in a maker space
- No safety training on box cutters, saws, hot glue guns etc.
- Atmosphere is of a classroom not a maker space
- Resource constraints of faculty and students on modeling or prototyping: time, money, energy and space to build
- Resource constraints in terms of supplies
 - Students work to live and do not have much extra for supplies
 - Supplies can be expensive
 - Students new to any of the innovation models do not necessarily know how cheap resources can be

In the Design School in the author's city, they have several levels of labs equipped for making all kinds of models and the students understand the concept of model today and model again tomorrow. There is a room with foam core, balsa wood and other light substances; there are shops for wood and metal; there are materials and sewing machines; there is a 3D printing lab; there are computers for designing; and there is even a materials library.

How do you prepare the marketing student of today to lead team members like this? Industry colleagues suggest that often many prototypes are made. When you do not have the facilities to make one how do you make many? When teaching Design Thinking, the idea that you should develop several prototypes is emphasized, starting with the simplest to more and more complicated models! Design thinking sometimes uses prototyping as a method of creativity. How do you do this without resources?

For many years, the business school had small classes and the author would buy extensive supplies; but when the classes were moved to classrooms without storage and expanded in numbers of students, it became unrealistic. What can you do? Today, free resources are used to get the idea of simple modeling across.

FIVE PIECES OF TRASH

Learning Objectives

There are four major learning objectives with this creativity exercise. The first objective is increasing student's creativity. Hopefully, you will help students to increase their ability to visualize new and different approaches. A second part of the creativity objective, is to help with relational thinking. If a student needs a rocket launcher – some will see that the Pringles container is perfect. Others will not be able to see the relation. Hopefully, this exercise will help. Hands-on creative learning, some students will flourish with the opportunity to use their hands as that is how they learn. The final portion of creativity is to help students to learn the freedom to imagine, to shape, and to make. It is a real injection of energy for the creative process for young, adults, and old.

A second learning objective is the detachment from specific tools. Much of our culture, subculture, languages, and experience limit our ability to think about things. Often, people limit themselves to thinking about creating with the tools and supplies available. It is hoped that students will learn to detach themselves from their supplies or the idea that they should feel limited. Imagination is a wonderful thing to encourage.

Illustrating that you can get into multi-dimensional space without high cost. Students, in a public university, are quick to say they have no money. With this exercise, that is not a disability. Hopefully, a take-away is that you can model with almost anything. All students need is a little creativity.

In Design Thinking, prototyping can be done as a form of three-dimensional ideation, or to show to the segment of clients what you are thinking about. In business schools, usually we do not teach ideation by modeling. However, it is a powerful tool for ideation. It is also important to use with clients to test ideas.

The Exercise

Students are asked to bring in five pieces of clean trash for a specific class period. Do not tell the students the assignment for the in-class activity. You want them to look for interesting trash at their house or place of work without knowing how it might be used. Encourage students to bring tape, glue and scissors if they have them. You will be surprised how much they can and will contribute, if asked. Remind students often in the days before the activity to be collecting and then bringing the trash to class. If they live with roommates, they may have to watch the trash like a hawk, if they want to rescue the cardboard roll from the paper towels. Students are used to grabbing their connective device and a backpack and not a bag of trash; reminders are important. Be a little creative and fun as a professor – “Trash Class today at 4:00 PM – admittance five clean pieces of trash!”

When the students arrive in class, have them pile the trash on a common table or in a common spot. This is hard to get students to do, as they do not want to let go of their trash. You may have to explain that this is an important part of creative the process. If they hold on to only their trash, they are limiting the creative opportunity for themselves. They need to be free to think and not start thinking about how to use their trash. Letting go of their ownership to create a collective ownership is letting go of one restriction in their thinking or creativity.

The class leader or professor needs to bring in something to act as a base. Usually, a piece of foam board works well, try buying the odd colors that may be on sale to encourage thinking that is even more creative. What do you do with a pink base, or a diamond-clad base? Other things that are useful to bring to the class meeting include: construction paper, glues that dry quickly (rubber cement, glue sticks, white glue, etc.), Post-Its, 3x5 cards, markers, straws, pencils and colored pencils, scraps of ribbon, wrapping paper, and so forth.

Preparing the room always helps. Depending on your furniture, put some groupings that will easily let the preassigned groups of five work. Know how you are going to get rid of the leftover trash at the end of the class period: in a dumpster or in big trash bags! Know what you are going to do with the items students make at the end of class. Know if and how you will grade them. Are you planning to keep the physical models? Or, will you take pictures and ask each team to take a picture and send it to you? Estimate how long it will take to get the classroom back into usable order for the next class.

Plan for time for room set up after or as students arrive:

- Tables for the trash
- Appoint a volunteer(s) to be sure trash gets on the table and not all over the floor and the room
- If there is to be some music in the background appoint a responsible student to handle that
- Save the bags in which the trash comes as they may help you in clean up
- Post in advance on your system such as Blackboard groups for the day so time is not wasted there
- Post a rough schedule online so students know what to expect
 - 10 minutes to set up
 - Students in seats
 - Trash on table
 - Resources in room reviewed
 - Importance of sharing
 - Remind students with their own scissors etc. to put their name on it
 - Making the in-class assignment
 - 30 minutes of work time
 - Sketching

- Reviewing resources
- Selecting trash
- Building
- Adjusting
- Iterating
- 20 minutes of sharing
- 10 minutes of clean up
- 5 minutes closing
 - Remind students to wash hands
 - Assignments for next class
 - Preserve your work with a photo

In this description, it may feel like a bit of a rush but when you have forty students for an hour and fifteen minutes and you want to turn your classroom into a maker space, things are going to have to move fast.

MAKING THE IN-CLASS ASSIGNMENT

If you can pick a general theme or assignment like the park, classroom, or lobby of the future. It is great to pick a year five-to-seven years out and discuss some things that may change to get the creative juices flowing. This will permit you to assign teams to specific segments. For example, one of the author's favorites is Public Parks of the future and how should they look for different target audiences. Below are some of the target audiences that the student groups can choose from to build their parks. There are typically 40 in a class so 8 groups of five works nicely for this exercise.

- a. Young children
- b. Teenagers
- c. Families
- d. Seniors
- e. Super Seniors
- f. Disabled
- g. Urban
- h. Rural

Remind the students that they are to conceptualize a whole park like the one they might have in their town or neighborhood. Use the foam board or other base as the whole park and organizes the pieces of the park on that space. They are to think about it five-to-seven years in the future. Writing this in 2017, the author would select 2025 as the year to be thinking about. Encourage your students to develop several activities for their target segment. It often helps the students in your class to think if you can reference family members like grandparents, younger brothers and sisters – or point out that they might be the ones taking their children to such a park. Encourage them to sketch, think, and then build. This is one of the hardest things for people to do. They need to let their imaginations run with a pencil first. Then when they have an idea, they can try to figure out how to communicate the idea. For some reason, students and

seminar participants always want to rush to build. Even when confronted with a big sheet of paper on the table and a video showing sketching and then building, participants will often start build and just fold up the big piece of paper. It is quite possible that some people are more creative this way, but students and participants need to learn different methods.

Hopefully, after sketching, the students will find inspiration among the piles of trash that you have in front of the room. It is always amazing how they can find just the right pieces after spending a little time in thinking about a challenge. Remember you are trying to open the mind and not close the mind. Give them a limited amount of time to model.

When the models are complete or time is up, let them explain the models they made. Encourage them to talk about why they selected what they did out of the trash. Encourage them to relate it to the theme. How does their model fit the segment they were assigned? Why is it built differently than for other segments?

The important thing is to get them to realize as you review the beautiful models that they took forty minutes or whatever you allowed and the primary resource was trash. This now sets a high expectation for their modeling as homework.

- They have more time
 - They can select when they want to work in the daily cycle
 - They can select the work style that fits them the best
 - Working within time segments, say 15 minutes at a time
 - Project based – work until you are done
- They usually have more project space at home, their apartment, the dorm, grandpa's barn etc.
- They get to select their resources – even if they are on a severely restricted budget
- They can select the people they want to help them whether family or friends
 - This can be a great place for multiple generations in a family to help
 - In the Latino community where their extended family is big, there is real opportunity for excellent resources for modeling
 - Remind them that their friends in art and design and engineering and fashion can help as well

In industry work, simple models are often the hardest to get started. This becomes very applied as students get the idea of models can be made quickly and simply and then refined, or tossed out as you pivot into a new direction. Let them know 30 or 40 models and prototypes is not too many. Again, your challenge will be people locking in. The trash is

supposed to help them to take more of a tinkerers approach to modeling

Suggested list for Prototyping

- colored craft paper, cardboard, foil paper
- cellophane
- fabric
- pipe-cleaners, colored feathers, felt shapes
- popsicle sticks, toothpicks, paperclips
- rubber bands, twist ties
- old clips from bread bags
- bulldog clips
- envelopes, plastic bags
- blue tape
- stickers labels
- letters, numbers
- buttons, ribbon
- paper plates, plastic cups
- glue sticks, sticky tape, Velcro
- scissors, stapler, hole punch, Sharpies

POTENTIAL CHALLENGES

There are a few potential challenges that you could run into. First is unclean trash. I always suggest to the student(s) monitoring the trash table to throw away or let the author throw away anything that for any reason does not look safe or clean, rare, but a possibility. The second and greater challenge is students forget their trash items! The wise professor has a bag of clean trash from their home. A third challenge is boring trash. Some students have boring trash and you as professor may have to see that they have wonderful imaginary things in their trash. If needed, the author studies the trash to come up with five things and uses some imagination. The Pringle's tube can be a super senior climbing tower, bungee platform, support for a zip line, circular apartments, etc. The TV dinner tray can be a pool with different divisions, the butterfly garden, a roof to the amphitheater, etc. This is a challenge for you to get people thinking and seeing the magic and not the trash. If students ask how clean is clean, tell them it is child safe. If it has food in it, tell them to wash it well, preferably in the dishwasher. If it is a cardboard, keep it clean. If it is cardboard and had food in it, such as the Pringles Tower, wipe it out and let it dry.

Changes for the future

Increasingly, the author is intrigued with idea that modeling with restricted resources can lead to creativity. For example, recently at a workshop for college professors, there were three modeling exercises in a row. One with bottles in which they had one three-liter bottle,

three ½-liter bottles, three sheets of colored paper, tape, and string. A second modeling was done with a bag of supplies that included some colored paper, some popsicle sticks, some 4x6 cards, and a few other odds and ends. The third modeling was primarily cardboard. What is interesting is how creative you can be to express something with comparatively few finite resources.

Steven P. Dow and colleagues discuss another aspect of this:

Creating multiple prototypes in parallel can help individuals more effectively understand underlying design principles, enumerate more diverse solutions, and react less negatively to feedback. Distributing one's psychological investment across multiple designs can reduce fixation and sunk-cost reasoning. Individuals may be more candid and critical of their own and others' ideas, resulting in more fluid and effective collaboration. (Dow et al.)

If keeping models simple encourages creativity and change, it may be important to think about using this in classes. To do this, you might want to use a suggestion of Waltraud Beckmann. In a rapid-fire brainstorming, try three bags of different types of materials to see what kinds of creativity this will generate. For example, have them build three models on the same day: first out of empty clean water bottles, tape, and staples and scissors or some other material; second, have them model the same idea using simple cardboard boxes in which groceries are delivered with some strong tape and some colored Sharpies; and third, give them the pick of the trash that they have brought into class and let them build away. When all is done, have them present all three rapidly. There are two main goals here: one is to increase the creativity in modeling, and the second is to decrease the attachment to a model.

So how or where do you use this?

This was developed in a Creativity Class, but could be used in almost any innovation or new product

development class where you are trying to encourage the Creative Process. In the author's universities in the states and internationally, there are classes where this could be used all over the campuses. It fits particularly well if a university is also interested in sustainability as it is introducing the idea to the class room budget.

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DOES SERVICE-LEARNING STIMULATE UNDERGRADUATES EXPERIENTIAL LEARNING TO GENERATE MEANINGFUL OUTCOMES?

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EXTENDED ABSTRACT

Although many studies report the promising effects of Service-Learning (SL) on student outcomes (Jacoby 2013), it is not clear why this is so. Warren (2012) urges for more theory development to explain the relationships. Service-learning is rooted in Kolb's (1984) experiential theory. Well-designed experiential learning pedagogy may enhance student's learning outcomes through four experiential stages. Yet, little research has tested these proposed concepts, which is essential in theory development (Bingle and Hatcher 2000). This research explains why these four learning stages from SL pedagogy generate meaningful outcomes on students and empirically examines these hypotheses.

According to Kolb's (1984) Experiential Learning Cycle, learning occurs through a sequence of four stages, including *concrete experience, reflective observation, abstract conceptualization, and active experimentation*. Experiential learning activities need to be incorporated with all four stages of the learning cycle in order to encourage deeper meaningful learning (Young, Caudill, & William 2008). Based on the SL literature, we propose a conceptual model to explain that the four stages of experiential learning cycle from SL activities may positively influence students learning outcomes. Student learning outcomes takes place by the combined processes of abstract conceptualization, concrete experience, active experiment, and reflection on that experience (Petkus 2000). Their key outcomes focus on academic learning, career development, personal growth, and civic responsibility (Geringer, Stratemeyer, Canton & Rice 2009).

A field experiment was designed to test this research study. Two marketing courses were designed to incorporate SL pedagogy or non-SL pedagogy. Overall, the results support the research hypotheses. The four stages of experiential learning cycle resulting from SL pedagogy are positively correlated with academic outcomes, career development, personal growth, or civic responsibility separately. In addition, this study found that civic responsibility was significantly higher for students participating in SL courses than those enrolled in non-SL course. The findings offer empirical evidence that the SL approach is an effective pedagogy to enhance students' civic responsibility.

This study provides explanation and evidence why and how SL pedagogy works in generating meaningful outcomes. Business educators may create Service-Learning educational experiences to incorporate all four stages, which will result in meaningful student outcomes, especially civic responsibility. Future research should test the proposed hypotheses in different disciplines and experiments in order to generalize to other contexts and disciplines.

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FACILITATING ENGAGEMENT AND LEARNING IN A DIGITAL MARKETING CLASS THROUGH THE INTEGRATION OF A WEBSITE PROJECT

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EXTENDED ABSTRACT

Even though individuals have argued that a radical redesign of the traditional marketing curriculum is needed (e.g., Wymbbs, 2011), many higher education institutions have not sufficiently adapted their marketing programs to fit with the new reality in which digital marketing skills are increasingly essential. One of the key reasons behind the insufficient focus on digital marketing is the lack of timely resources that are developed specifically for educators (Draper, n.d.; Rampton, 2014). One possible approach to addressing this issue is the Stukent platform, which provides a digital textbook that is constantly updated along with an associated simulation (Stukent, n.d.).

In this paper, an alternative approach to teaching an introductory digital marketing class is presented that utilizes a semester-long “website project.” Through the project, the students receive direct, hands-on experiences with relevant technologies and tools (e.g., Google AdWords). While the design and development of the website is a central component of the project, students also conduct search engine optimization (SEO), integrate Google Analytics, develop an associated social media presence, and design a search engine marketing (SEM) campaign.

The first stage of the project involves generating a unique idea for a website. The instructor has found that this initial stage needs significant emphasis, since it lays the foundation for the remainder of the project. The students are given guidelines for what sorts of website ideas generally work well (and do not work well) in the context of the project. Next, the students are instructed that they individually need to generate at least three ideas for a website. Finally, the teams work together to gain consensus on the five most promising ideas.

In the second stage of the project, the students start making their idea for a website a reality. While it is certainly helpful for marketing students to learn the basics of coding and to develop their technical skills (Schlee & Harich, 2010), this was not the primary focus of the digital marketing class. Therefore, a platform was needed that allowed students to create a fully functional website without any previous coding experience. Squarespace was chosen as the platform for the project for five primary reasons: (1) the ease of use, (2) the extensive amount of support materials that help students learn the platform, (3) the simple integration with other tools and platforms like Google Analytics and Twitter, (4) the professional-looking templates, and (5) the lack of coding knowledge that is required to build a fully functional website.

In the subsequent stages of the project, the students refine their website, add content, and start building an audience. For example, in the fourth stage of the project, the students develop a social media presence by creating an associated Twitter handle. Through their Twitter activity, students build awareness for their website, engage with an audience, and promote the new content that is added to the website. Additionally, as students progress through the project stages, two project checkpoints are also used to verify that students are making sufficient progress on the project. At the end of the semester, students present on their websites to the class and write a report that summarized and reflects on all of their efforts throughout the semester.

While the integration of the project did not significantly impact the learning objectives of the introductory digital marketing course, it certainly has influenced how the instructor teaches the course and how the students learn the content. The project has become the focal point of the class and it helps to integrate all of the individual course topics. By learning the content in a traditional lecture setting and then by applying the concepts in the context of the project, the students not only more effectively learn the content, but they gain hands-on experience with each of the key topic areas in the class.

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Examining the Effectiveness of Interventions to Increase Marketing Students' Analytics Self-Efficacy

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EXTENDED ABSTRACT

This study derives from findings from the Marketing Analytics Self-Efficacy Survey, administered in spring 2017 to marketing students at a large public university. The Marketing Analytics Self-Efficacy Survey is intended to measure the extent that marketing students possess the confidence to seek learning experiences and pursue opportunities that require the use of analytics skills. In consonance with Bandura's (1997) self-efficacy theory, the Marketing Analytics Self-Efficacy Survey includes measures of four types of constructs that are related to self-efficacy: perceptions of mastery experiences, vicarious experiences, social persuasion, and physiological factors.

The online survey was administered to undergraduate students in 34 classes at a large public university. The classes used for the study were marketing courses or business courses that are requirements for business majors or minors. A total of 635 students completed the survey, with upperclassmen constituting the majority of the sample due to the characteristics of the classes that were selected. The sample was 51.8% male and 48% female and included 3.5% international students. Almost two-thirds of the sample (63%) were marketing majors; the remaining students were marketing minors, business majors taking prerequisite courses, or students who are undecided as to their majors.

The questionnaire measures ten constructs, each containing from four to six items and measured via seven-point Likert scales. Principle components analysis with varimax rotation was used to screen the item pool and ensure reliability and validity of the measures. Upon elimination of items with cross-loadings, eight constructs related to self-efficacy remained in the data, explaining 72.50% of the variance: *confidence—natural ability*, *motivation—career goals*, *motivation—role models*, *motivation—social encouragement*, *perceived impediment—poor courses/instructors*, *perceived facilitator—team learning*, *perceived facilitator—increased quant courses/content*, and *confidence—current skills*. The coefficient alpha for the constructs range from 0.815 to 0.935, well-exceeding the 0.70 threshold typically posited as acceptable. Overall the measures in the questionnaire exhibit excellent psychometric properties, but *anxiety* and *enjoyment* had to be eliminated due to lack of discriminant validity.

In addition to the scales measuring factors related to self-efficacy, the questionnaire includes three other sections. One section asks students to evaluate a number of interventions that might be used to aid students in gaining quantitative skills to determine the extent that students perceive that they would be helpful. The next section is an index, called the Index of Core Marketing Analytics Skills, in which students are asked on a 7-point scale how confident they are that they can conduct ten "core" analytics-related calculations. Developed by a team of eight marketing professors, the ten skills are among those that the team believes every marketing student should possess upon graduation. Examples of these skills include computing market share, conducting a break-even analysis, and calculating a return on investment (ROI). The final section of the questionnaire includes measures of basic characteristics of the students (e.g. age, class standing, race, gender, GPA).

As an initial study from this survey, we examined students' level of confidence in their natural ability in quantitative skills, to determine if interventions to aid students in acquiring analytics skills can be administered homogeneously or if interventions have varying effects on distinct segments of students. The 7-point scale used to measure confidence in natural ability consists of six items, and has a coefficient alpha of .935, a composite mean of 4.56, and a standard deviation of 1.64 (with four items reversed). The results of this study present evidence that students of differing confidence levels in their natural quantitative skills have different preferences for tools and

services to assist them in increasing these skills. For example, as this research shows, students with “low confidence” welcome the opportunity to work in teams to learn analytics, while “high confidence” students are not nearly as enthusiastic about team work. On the other hand, “high confidence” students are more positive toward requiring more courses that focus on quantitative skills, or increasing the amount of quantitative material taught in required courses. In other words, when planning remedies to increase the self-efficacy of students related to analytics skills, students cannot be treated monolithically. This study indicates that marketing departments that offer multiple approaches for increasing students’ self-efficacy with analytics skills will experience more success.

The study presented here represents just one set of initial findings from our very-recently administered Marketing Analytics Self-Efficacy Survey. The survey offers promise for multiple analyses related to the acquisition of analytics skills. We intend to use these data to test a model of self-efficacy of quantitative skills via structural equation modeling to enhance understanding of how students gain (or lose) confidence in their analytics competency and how that affects academic and professional behavior. Also, beginning the 2017-18 academic year, our department is adding a required marketing analytics course to two of our marketing majors; this questionnaire provides a tool to measure how the addition of the course affects the self-efficacy of marketing majors.

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ACTIONS SPEAK LOUDER THAN WORDS: A COMPARISON OF MULTIPLE STUDENT OUTCOMES FOR IDENTICAL LIVE AND WRITTEN CASES

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ABSTRACT

Despite widespread support for using both live and written case assignments in Marketing classes, there are no published studies which directly compare student outcomes arising from these assignments when the content of each is identical except for the channels of communication utilized (verbal / nonverbal). To address this issue, student results from two classes were compared: one class was given a live case assignment and another class was given the identical, verbatim written transcript of the live case. Assignment grades and student self-reported satisfaction, interest, effort and perceived learning were significantly higher in the live case condition. Implications are discussed.

INTRODUCTION

The optimization of group case assignment outcomes such as interest, effort, satisfaction, learning and other factors is an important objective in marketing pedagogy since these outcomes have been shown to increase long-term learning and retention for students (see Keller, 2010 for a review). The extant literature shows that both written group cases (Crespy, Rosenthanl, & Stearns, 1999) and live group cases (Parsons & Lepkowska-White, 2009; Taylor et al., 2011) tend to positively contribute to these goals (Uslay, 2007; Kennedy, Lawton, & Walker, 2001). The literature does not, however, provide a direct empirical comparison of student results for these two case types when the case content is identical except for the channels of communication used to provide the assignment information to the students. Specifically, do students tend to perform better when the case content is presented using verbal and nonverbal real-time communications with live case participants or when the case content is presented as pre-existing written facts? This study investigates these questions using two conditions: the assignment of a live service learning case for a local charity for one Marketing Research class and the assignment of the identical service learning case presented in a verbatim written format for the comparison class.

LITERATURE REVIEW

The use of the traditional written case method for group assignments has had significant support in the marketing literature (Bonomo & Kosnik, 1989; Lincoln, 2006). In a traditional case, students are exposed to written current or historical business scenarios where companies face a variety of opportunities or challenges.

Based on the written information provided, students generate solutions to the business issues arising in the case (Webber & Delaney, 2000). Because this experiential method requires students to use critical thinking and decision-making in the context of both relevant or irrelevant and controllable or uncontrollable factors similar to a real business environment, this method is widely used in marketing pedagogy (Bourner, Hughes, & Bourner, 2001; Parsons & Lepkowska-White, 2009). Other benefits of this technique include improved student collaboration, teamwork and communication as well as ease of administration for the instructor (Lincoln, 2006; Elam & Spotts, 2004).

Even though written cases have had widespread pedagogical acceptance and usage, the literature also finds several disadvantages associated with this technique. Specifically, students may perceive written cases as being boring or irrelevant and will not maximize their efforts to complete the cases as a result (Goodell & Kraft, 1991; Parsons & Lepkowska-White, 2009; Roth & Smith, 2009). Students also have also been found to not be optimally engaged or satisfied with these cases (Weber & Delaney, 2000; Lincoln, 2006).

An alternative to the traditional case method is the live or client-based group case technique. Here, students work with local companies or clients to assist with company decision making on a variety of issues (Uslay, 2007; McWilliams & Nahavandi, 2006). The live case method similarly requires students to utilize critical thinking and problem solving in the context of an uncertain and changing internal and external environment (Cheney, 2001). Unlike the traditional case however, because of the novelty, relevance, challenge and excitement of working with actual businesses, students highly value the live case experience (Razzouk, Seitz, & Rizkallah, 2003; McWilliams & Nahavandi, 2006; Elam & Spotts, 2004; Kennedy, Lawton, &

Walker, 2001). Live case assignments also tend to lead to high student engagement and interest which tends to increase learning and retention, (Bourner, Hughes, & Bourner, 2001; Parsons & Lepkowska-White, 2009). Further, live cases have been shown to assist university graduates in developing, researching and reporting business analyses (Wikcliff, 1997) as well as getting graduates ready for interactions with clients (Cooke & Williams, 2004).

Disadvantages of the live case technique may include difficulty in locating suitable clients, significant instructor preparation and supervision, too much uncertainty or ambiguity in the case content and lack of company or client participation. The live case method may also require substantial time commitments for students and instructors alike (Goodell & Kraft, 1991; Parsons & Lepkowska-White, 2009; de los Santos & Jensen, 1985).

The live case method, by definition, provides both verbal and nonverbal information from the actual people or individual contributors (case actors) who are generating the case content for the students in real time (Patterson, 1982). Specifically, in live case assignments, not only do students receive the objective case facts but also, they receive important additional information about the case actors such as their sincerity, emotions, motivations and level of need or appreciation of the students' case solutions (Taute, Heiser, & McArthur, 2011; Keltner & Kring, 1998). Because these nonverbal actor cues have been linked to enhanced persuasiveness from both general and pedagogical perspectives, (Birdwhistell, 1970; Babad, Avni-Babad, & Rosenthal, 2003) it is likely students would be more engaged or interested in the live case content as a result. Further, since increased interest has been also shown to enhance student effort, satisfaction and academic performance (see Keller, 2010 for a review) it is also hypothesized that these student outcomes will also be significantly higher in the live case condition. This study explores these hypotheses by comparing the results of two classes of Marketing Research; one class was assigned a live service learning case and the other was assigned the exact same case but in a pre-existing written format.

METHOD

The instructor of Marketing Research at a large AACSB accredited university was approached by a local charity for student involvement in creating ideas and activities for the charity's yearly fundraising drive. The instructor recognized that this was an excellent live service learning case opportunity for her students and agreed to have the students participate in the project. For this assignment, which was worth 30 % of the final course grade, students were required to organize and

moderate a focus group of their peers to generate student-oriented fundraising ideas and activities. Students then analyzed their results and prepared a report containing their findings and recommendations from the focus group.

In the live case condition, the instructor first verbally introduced the project to the class of 91 undergraduate students and provided them a written outline of the assignment including the grading rubric. Then during the third week of the course, the instructor invited three of the charity's administrators to come speak about the charity's values, goals, and beneficiaries for approximately two hours. The presentation included both a verbal discussion as well as a PowerPoint slideshow. Next, in week five, the instructor invited two individuals who had been beneficiaries of the charity's programs to come talk to the class about how the charity had positively impacted their lives. Finally, in week seven, the charity administrators returned to the class to answer student questions. All information and communication generated from the live case was recorded so that an exact written transcript of the case could be produced. Students were told that their results would be presented to the charity administrators for possible implementation into the current campaign.

In the written case condition, the same instructor also verbally introduced the project to a different class of 79 undergraduate students and provided the same written assignment requirements and grading rubric. In the third week of the course, the instructor provided the verbatim transcript of the charity administrators' discussions as well as a copy of their PowerPoint slides. In week five, students received a transcript of the two beneficiaries' discussions and in week seven, students received the written version of the question-and-answer session with the administrators. Students in this condition were also informed that their results would be presented to the administrators of the charity to be considered for implementation in the current fundraising drive. For both conditions, after the assignment was handed in, students answered pretested 7-point scale questions about their interest, satisfaction, effort and perceived learning, (see Appendix). Cases for both classes were graded by the same experienced teaching assistant who was not aware of the experimental conditions.

RESULTS

Participants in this research were 170 undergraduate students enrolled in two Marketing Research classes (n=91; n=79) at an AACSB accredited university; 48.7% of respondents were female, 42.6% were in their second year of university and 62.1% were business majors. There were no significant differences for students in the two conditions in terms of age, sex,

year of program, area of specialization or instructor teaching evaluations. After ensuring data normalcy and homogeneity of variances, the student outcome results for the two conditions were compared using t-tests. These results included both graded and student self-rated learning assessments as well as interest, satisfaction, and effort (Keller, 2010). Self-reported learning, interest, satisfaction and effort data was collected using pretested 7- point rating scale questions where responses ranged from very low (1) to very high (7: see Appendix). Two of the questions were reversed scaled when presented to the students but were reformatted to be made consistent with the other question scales for this analysis. Assignments were graded by a very experienced teaching assistant who was unaware of the experimental conditions.

Assignment grades were significantly different across the two conditions. The mean grade for the written case was 76.3/100 and the mean grade for the live case was 79.42 / 100; $t_{(1, 169)} = 2.156, p = .032$. Students in the live case condition had better assignment grades than students in the written case condition. Students also reported that they self-perceived significantly greater learning from the live case as well; $t_{(1, 169)} = 4.405, p < .001$. Based on these results, live cases appear to generate superior student performance and learning as compared to written cases.

Next, student interest levels in the assignment were compared. Results from the two conditions varied significantly; $t_{(1, 169)} = 7.067, p < .001$; students in the live case reported greater interest in the assignment. Because higher levels of student interest have also been related to improved learning and content retention, (Taylor, Melton, & Goodwin, 2011), this result tends to support the use of the live case method as well.

Student satisfaction levels were also significantly different in the two conditions. Live case students reported being more satisfied than the written case condition students with the assignment; $t_{(1, 169)} = 2.736, p = .007$. Finally, self-reported effort expended by students was also significantly different; $t_{(1, 169)} = 5.797, p < .001$; students in the live case reported using more effort in completing the project than their peers in the written case condition. Since effort and satisfaction have both been positively associated with optimized learning and content retention (see Keller, 2010 for a review), these findings also support the use of the live case format. The means of the live and written case results are as follows:



DISCUSSION, IMPLICATIONS, AND LIMITATIONS

The extant literature is supportive of both live and written cases as effective pedagogical assignments in Marketing classes. Despite this support, however, results from this study show that when live and written cases are identical in content but vary with respect to the communication channels used to present the case materials, a number of desirable student outcomes vary significantly. In particular, students who were exposed to the verbal and nonverbal communications in the live case condition had significantly better assignment grades and self-perceived learning outcomes. These results tend to support the use of live cases compared to written cases in Marketing classrooms. Further, live case students reported significantly greater interest, satisfaction and effort levels than the written case condition students. Because student interest, effort and satisfaction have been positively associated with optimized student academic performance and long-term retention of materials (See Keller, 2010 for a review), these results also tend to support the live case technique as a superior pedagogical method compared to the written case procedure.

Based on the preliminary results of this study, live cases, which use both verbal and nonverbal channels of communication appear to be a more effective assignment in terms of ensuring optimized desirable student outcomes. Unfortunately, the practicality of implementing live cases may be limited if classes sizes are large because implementing this technique requires a great deal of instructor time effort as well as sufficient availability of potential business or client contacts.

In addition, there are a number of other limitations of this research. First, although this study finds that live

cases tend to produce improved student outcomes compared to written cases, it is unknown what student outcomes would be generated when a live case was compared to pre-existing audio (audio case) or audio - visual (video case) case recording with otherwise identical content. If the live case was directly compared to an audio case, students would be exposed to non-verbal positive or negative word valences (paralanguage: Edinger and Patterson, 1983) that they did not perceive in the written case. Would the live case outperform the audio case in terms of student outcomes given the increased informational content of the paralanguage? Similarly, if a live case were compared to a video case, students would be exposed to not only the emotional valences and paralanguage of the words used by the case actors, but also other non-verbal, visual cues such as body language (kinesics) and facial expressions (Mehrabian, 1981). Would results be significantly different for these comparisons? Could the live case results stem from the real-time generation of case content by case actors as well as their live interactions with the students rather than solely as a result of communication channel differences? This is an area of research that is currently being explored by the author.

A second important limitation of this research is that the causality of the improved academic performance of the students in the live case condition has not been established. How much did each of the factors of interest, effort, and satisfaction specifically contribute to the better assignment performance and higher self-perceived learning factors? This issue should be addressed in future research. Third, these results may not be replicable for different instructors, case content, case actors or general class content. Fourth, this research did not compare student levels of previous exposure to written or live cases which may have also impacted these results. Fifth, other measures of effort, learning, satisfaction, and interest could also be used and generate different results. Finally, there may have been variations in the instructor's presentations such as differences due to the attendance of the case actors in the class or other extraneous instructor presentation variables that impacted the students' perceptions of the case and the classes.

Despite these limitations this study tends to support the general hypothesis that compared to written cases, live cases generate optimized levels of a variety of desirable student outcomes in the marketing classroom. And although spending multiple days and weeks preparing enriched and experiential class content such as live service learning cases is challenging particularly given the extensive requirements of research and service for instructors as mandated by today's universities, this investment of time seems worthwhile to ensure optimized student outcomes. Students benefit, the case actors and the community also benefit. Thus, based on

the results of this study, despite any limiting disadvantages, compared to written cases, live cases may optimize certain desirable student outcomes and therefore may be a useful pedagogical tool in the marketing classroom.

APPENDIX

Pretested Questions: 1= very low, 7 = very high

1. What was the level of effort that you put into the assignment?
2. What was your level of interest in the assignment?
3. What was your level of satisfaction with the content of the assignment?
4. What was your overall level of learning that you attained from the assignment?

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MEASURING INSTRUCTIONAL WORKLOAD: MORE THAN CREDIT HOURS

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ABSTRACT

The traditional method of measuring faculty instructional workload at colleges and universities is the Carnegie credit hour. The credit hour is a simplistic measure of student contact time in a classroom, but does not measure out of class time to prepare for these classes. There are many different variables such as number of different class preps, number of students, writing intensive designated classes, delivery method of instruction, new or repeat class prep, course level that affect out of class time for each class. The purpose of this paper is to discuss and present a new model to measure instructional workload.

INTRODUCTION

Over the years it has been relatively common for individuals outside of higher education to be concerned with how faculties spend their time (Bok, 1992; Massy and Zemsky 1994; Dennison 2012). Even inside higher education, Levy (2012) argues faculty at teaching institutions who teach 30 weeks a year have a workload that is “36 to 45% of that of non-academic professional, yet they receive the same compensation” (Levy, 2012). Levy (2012) argues faculty at teaching institutions should be teaching 20 hours a week, and that annual salaries should include summer workloads without additional compensation for teaching summer session. Levy (2012) argues those teaching faculties indeed have time for grading, prepping and advising, but posits that it is a myth this adds up to a 40-hour work week. In addition, Levy (2012) argues teaching faculty receive a salary for a 30 week teaching year, which he argues leaves teaching specific faculty 22 weeks of vacation a year. It is these types of arguments that create a debate both inside and outside of academia where the belief is faculty members who labor in non-research institutions without expectations to publish should be expected to increase their teaching workloads. Levy (2012) argues that salaries and workloads of faculty in the top research institutions have been incorrectly adopted in state colleges, community colleges and private colleges.

What is interesting is there is a consensus that a college student should expect to spend two hours outside of class studying for each hour in class (Kuh, 2003). Thus, a full-time student with 15 credit hours, is expected to spend 30 hours studying and preparing

for a class. This equates to 45 hours a week that a student is spending on their studies. There is a standard for how much time a student is to spend outside of a class, but there is no such standard of time spent for the faculty teaching these classes (Webber, 2011).

Meyer (1998) identified three reasons for an increased interest in studying faculty workloads including the public’s interest in an accountability as to how faculty spend their time, the fact that administrators are seeking workload data to make staffing decisions, and faculty members themselves are interested in collecting data to demonstrate that they in fact are working harder than critics like Levy (2012) would suggest. Porter and Umbach (2001) pointed out that state legislators have begun focusing attention on faculty workloads as demands on state revenues have grown. Dunderstadt (2000), talks of concerns about faculty productivity as the new p-word on campus that has replaced parking as the dominant faculty concern. According to Townsend and Rosser (2007), there has been a strong belief that if faculty would work harder, specifically by spending more hours in the classroom, both the quality of a college education would rise and the costs of delivering the education would decline as fewer faculty would be needed to teach classes. Levy (2012) further argues a faculty member teaching eight (3-credit) classes, for 30 weeks a year is only spending 720 hours a year in the classroom, and if an equal amount of time was spent grading, prepping and advising, this is only 1,440 hours a year of work. Levy (2012) argues the typical professional working 40 hours a week/50 weeks a year, works 2,000 hours, yet faculty are receiving an annual salary equal to these professionals

are working the equivalent of $\frac{3}{4}$ of the year (Levy, 2012). Therefore the discussion of measuring faculty workloads is important as those working outside of the academy need to understand the time demands of faculty, and that one cannot measure faculty workload simply by looking at credit hours taught (Berrett, 2011).

Herbst (2012) argues the question should not be “do college professors work hard enough”, but “what do professors do, anyway?” Herbst (2012) argues that college professors do not simply stroll into a classroom and begin a lecture with no preparation of lecture notes, which includes reading and preparing what to say. The American Faculty Association (2012) argues the rule of thumb for time required to prepare a one-hour lecture is between 2-4 hours. Using this guideline, a professor teaching four, 3-credit classes a semester would have the traditional 12 instructional hours a week, but another 24-48 hours out of class in preparing and evaluating student progress for a total of 36 to 60 hours a week. The University of California-Berkeley (2012) argues that for each new class, the expected out of classroom prep time is four hours for each hour in class. Given this argument, a new 3-credit class that meets 3x/week for 15-weeks would require 180 hours of preparation time, or $180/15 = 12$ hours/week, with the addition of three hours of instructional time this is a total of 15 hours a week for a new class.

College faculty members have long been evaluated in the areas of teaching, scholarly activity, and service. Much has been written about evaluating an individual's efforts in these three areas as a whole, but little has been written in an attempt to measure an individual's efforts in teaching other than by considering relatively simple measures such as the number of classes or the total number of students. Yunker (1974) stated that the narrowest definition of teaching workloads included counting the number of classes and credit hours. The literature dedicated specifically to the assessment or measurement of instructional workloads since Yunker (1974) addresses the methods used and the complexity of the issues, but falls short of making specific recommendations. Fox (1992) stated that most schools measure workload by the number of courses taught, but adds that few have also addressed the difference in workload between graduate and undergraduate course offerings. Bellas and Toutkoushian (1999) had faculty members self-report their time spent on teaching as a method to measure instructional workload. Layzell (1996) found that faculty members allowed to self-report their time may likely have overestimated their time. Noser, Manakyan and Tanner (1996) published a study that measured the relationship between research productivity and classroom performance and made the

argument of using student credit hours to measure faculty workload.

According to Dennison (2012), the analysis of faculty workload requires considerable care and attention to detail. While factors in workload analysis resemble those used to understand the workloads of highly educated professional employees in other fields, precisely how to allocate the hours of the week of faculty members differs significantly from that of most other professionals. Specifically, regarding instruction, credit hours varied due to a number of factors including whether the course was a seminar, large lecture, upper or lower division, graduate, advanced graduate, individual studies, research, or internship. Dennison identified the use of an analysis of instructional workload that used credit hours-to-full time equivalent (FTE) faculty as a way to systematically assess workloads across the campus and stated that it allows faculty in the departments to make decisions as to how to meet the standards.

Durham, Merritt and Sorrell (2007) found that when nursing faculty members were pressed to increase all aspects of their workload, these faculty members tended to look around to see if workload demands were equitable. The instruction portion of the workload formula provided credit for items that would affect other types of programs such as undergraduate and graduate courses, whether this was the first time the course was taught, whether it was a large course measured by student count, as well as the existence of a lab component. Additionally, the new formula addressed items more unique to a nursing program including the inclusion of a graduate or undergraduate clinical component. The specific program in the study eventually developed a workload formula for teaching, service, and scholarship that it was reported that the formula appeared to facilitate equitable workloads according to the faculty.

Workload Measurement at Other Institutions

The Harvard Kennedy School of Government provides their faculty with an Instructional Workload Guideline to three standard courses a year, but in addition to this guideline discuss what is referred to as Obligated Points. Full-time faculty members at HKS are “obligated” to 100 points per year. The faculty are given 5 points for each class, and .5 for each student up to 60 students, and .3 points for each student over 60 in a class. In addition, faculty teaching master's level classes receive an additional 7.5 points. At HKS, if you teach three standard classes of 60 students per class you have $(3*5)+(60*.5)3 = 15+90 = 105$ points. If you teach a master's level class you would add an additional 7.5 points for each class.

The University of Wisconsin system has an instructional workload policy of 24 student contact hours per year (8 classes x 3 credit hours/class), but no more than six different preps a year (Ehrlich, 2003). At the Maryland University system (2015), research faculty are expected to teach 5.5, three credit courses per year, while non-research faculty are to teach 7.5, three credit courses per year. The Maryland University system also measures instructional productivity by multiplying the credit course x the number of students in the class. They do not, however, set any expectation of productivity; it is simply measured and compared to prior year's results to perform trend analysis.

The University of Delaware conducts faculty productivity studies and is known as the Delaware study (2016). This study does not provide a quantitative recommendation for faculty workload, but it does attempt to communicate an instructional cost per student meaning if you have small class sizes instructional costs are higher and if you have large class sizes instructional costs are lower. The study though does mention upper division class sizes may be smaller as the institution must provide these classes to enable students to graduate. The Delaware study also does not provide a recommendation for measuring instructional workload.

A Proposed Method to Measure Instructional Workload

A new model for measuring instructional workload begins with the traditional Carnegie credit hour, and then combines factors related to the number of students per class, whether the class is a new course, whether the class is lower-division, upper-division, or graduate course, delivery method if the class is a traditional classroom or online class, if the class is designated as a writing intensive class, and lastly the number of different preps in a year. The model attempts to include the number of variables addressed in most discussions of measuring instructional workload and then putting a quantitative number to these variables. The model (Table 1) started with the number of class credit hours and supplemented this total with the following potential adjustments:

- Adjustment for course preparation: Each faculty member will receive one preparation point for the first time a course is taught during any academic year. A second section of the course, whether in the same semester or the next semester, will not receive a preparation adjustment.
- Adjustment for first time teaching the course: If this is the first time the course is taught by this faculty member in their academic career, the

faculty member will receive a two- point new course preparation adjustment.

- Conversion to an online class: Faculty will receive a two-point adjustment when converting an existing traditional class to an on-line class.
- New course development: An instructor creating and teaching a previously non-existent course will negotiate an appropriate adjustment with the Department Head.
- Adjustment for student enrollment: Faculty members should receive recognition for larger class sizes. Faculty members will receive a one point adjustment for classes with an enrollment of 25-49 students. There will be a two-point adjustment for class sizes in excess of 50 students.
- Online class: Courses offered under an on-line format will receive a one point adjustment awarded for on-line courses, two points with an enrollment between 26 and 50 students and three-point adjustment for any on-line class with enrollments above 50 students.
- Adjustment for writing intensive courses: A one-point adjustment will be awarded to any W (writing designated class) class with an enrollment of up to 25 students. A two-point adjustment will be awarded for W classes with an enrollment of 26 - 49 students. A three-point adjustment will be awarded for W classes with greater than 50 students. Classes that are not listed as a "W" class may also be deemed writing classes. Points for these classes will be negotiated with the Department Head.
- Adjustment for courses with a laboratory component: A one point adjustment will be allowed for each credit of scheduled lab.
- Adjustment for hybrid courses: A hybrid course is defined as a course that has both an in-class and on-line component. A one-point adjustment will be awarded for each class offered under a hybrid format.
- Adjustment for a graduate level course: A one-point adjustment will be awarded for each graduate level course.
- Adjustment for courses delivered at a distance: A one-point adjustment will be awarded for each course physically offered away the main campus.

Using the Instructional Workload Model

If a faculty member is teaching a 4/4 schedule meaning they are teaching eight, 3-credit courses a year this equates to the traditional expectation of teaching 24 Carnegie credit hours per year this would give them 24 points. If the faculty member is teaching eight different preps, this would add an additional 8

points. If the faculty member has four classes over 50 students this adds another eight points, two points for each class over 50 students, if they have two classes over 25, but under 50 this would add another two points, and there are no additional points for the remaining two classes with less than 25 students. If two classes are writing intensive, and each has 30 students this adds another four points (two points for each class). If one of the classes is an online class with less than 25 students this provides another point. If the class is a graduate level class this provides another point. If the class is a new class that has never been offered before this could be an additional two points. If the class is new for the faculty member this could be another point. All told, instead of the traditional 24 annual instructional credit hours, or 12 per semester, the model would suggest the faculty member had $24 + 8 + 8 + 10 + 4 + 1 + 1 + 2 + 1 = 59$ workload points for the year or 28.5 workload points per semester. The point of the model is to prove there is more to teaching than measuring student contact hours as instructional workload. The suggestion would be the target for the new instructional workload model for non-research faculty would be 45 instructional points per year or the equivalent of 22.5 hours a week dedicated to instruction. The Delaware study argues the typical faculty member spends more than 50% of their time focused on teaching responsibilities, but when faculty also have research and service expectations, spending 50% of their time on instructional duties is normal. This of course can be debated and determined by individual institutions and departments based on their faculty expectations and the percentage of time allocated for teaching, research and service. In the example above, at 59.5 points this would translate to nearly 30 hours a week devoted to teaching or 75% of faculty members time. The remaining 25% would then be distributed among expectations for research and service. Using this model would provide a serious discussion on the effect of large classes, multiple

preps, writing intensive classes, new course offerings, delivery methods has on affecting the instructional workload. This would also provide a more honest approach to expressing actual instructional workload in terms of time demands per week than using the traditional Carnegie method for measuring instructional workload.

CONCLUSIONS

The purpose of the study was to address the issue of using course credit hours as an appropriate measure of the actual instructional contact hours. It appears from the study that the use of basic course credit hours may not provide an appropriate measure for the time necessary for the instructional component of the position. The next step may be to incorporate the findings of this study with a larger instructional workload study that considers the actual time spent by faculty members on instructional related items to determine whether the findings of this study properly align with actual time spent in the instructional component of the position.

In addition, the authors would be willing to hear from other faculty and institutions who are addressing this issue and share what metrics they are using to address the workload question and how they are measuring how faculty spend their time. It would also be interesting to hear from others if they have standards by which faculty are measured when it comes to instructional workload.

The bottom line is there should be a national discussion on just how do faculty spend their time and a standard should be established that moves the discussion past how many credit hours a faculty member teaches, to just how faculty do spend their time outside of class, preparing for and evaluating student performance.

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Table 1: Proposed Workload Instrument

<p>^a Course Prep:</p>	<p>Each faculty member will receive an annual prep point of +1 for the first time a course is taught during any academic year. A second section of the course, whether in the same semester or the next semester, will not receive an annual prep adjustment. The faculty member will receive a new course prep +2 adjustment if that individual is teaching the course for the first time in their academic career and a +2 adjustment if the professor is converting an existing traditional class to an on-line class. An instructor creating and teaching a previously non-existent course will negotiate an appropriate adjustment with the Department Head.</p>
<p>^b Enrollment:</p>	<p>The average class size for traditional classes offered by the business faculty is approximately 25 students. Each faculty member will receive an in-class adjustment for classes with an enrollment in excess of the Department average. The adjustment will be +1 for classes with an enrollment between 26 and 50 students and +2 for any classes with enrollments above 50 students. A similar adjustment will be made for courses offered under an on-line format with a +1 adjustment awarded for on-line courses with an enrollment between 26 and 50 students and +3 for any on-line class with enrollments above 50 students.</p>
<p>^c Other Adjustments:</p>	<p>W Course A +1 adjustment will be awarded to any W (writing designated class) with an enrollment of up to 25 students. A +2 adjustment will be awarded for W classes with an enrollment above 25 students but below 50 students. A +3 adjustment will be awarded for W classes with greater than 50 students. Classes that are not listed as a "W" class may also be deemed writing classes. Points for these classes will be negotiated with the Department Head.</p>
	<p>Lab A +1 adjustment will be awarded for each credit (1 credit) of scheduled lab.</p>
	<p>Hybrid Course A hybrid course is defined as a course that has both an in-class and on-line component. A +1 adjustment will be awarded for each class offered under a hybrid format.</p>
	<p>Graduate Level A +1 adjustment will be awarded for each graduate level course (5XX or above).</p>
	<p>Distance Delivery A +1 adjustment will be awarded for each course physically offered off of the Butte campus and for each course with special distance delivery requirements (for example synchronous learning).</p>
	<p>Internship Internships are likely to require a significant effort on the part of the instructor but the effort will vary based upon circumstances. Points awarded for internships will be negotiated with the Department Head.</p>

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TEACHING “ELEVATED” MARKETING: CHALLENGING OUR OWN STATUS QUO

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EXTENDED ABSTRACT

The conceptualization and practice of marketing in contemporary society is undergoing a shift in its foundational beliefs. For decades, the marketing discipline has focused on the singular organization attempting to optimize its organizational productivity, and its returns from its marketing efforts (Wilkie & Moore, 2007). Marketing excellence became synonymous with anticipating, influencing, and meeting consumers’ psychological and psychosocial needs in order to maximize firm outcomes (Star 1989). The marketing practitioner is taught, through both formal education and work experience, that her job is to be “a professional builder of sales volume who makes deft use of product, price, place, and promotion variables” (Kotler & Levy, 1971).

Unfortunately, marketing’s focus on managerial effectiveness at both the education and practitioner levels has led to a reduction in trust and an increase in resistance from consumers, the very targets of its efforts – which ironically negatively impacts its effectiveness and standing (Heath & Chatzidakis, 2012). As a result, there has been a rising volume of calls for changes in how scholars and practitioners address marketing (Hill & Martin, 2014; Webster & Lusch, 2013). More specifically, a more elevated form of marketing that attends to all stakeholders and promotes a better life is necessary.

Instructors have the opportunity to rethink core foundational concepts of marketing in light of an elevated consciousness. Recent academic contributions have advocated for longer-term, adaptive systems views of marketing (Lusch, 2006), expanding the role and responsibility of businesses in fostering more mindful consumption (Sheth, Sethia, & Srinivas, 2011), and for changes in the fundamental philosophies underlying the marketing discipline (Kotler, Kartajaya, & Setiawan, 2010; Lusch & Webster, 2011; Webster & Lusch, 2013). The core idea of what marketing is, does, and ought to do, is being challenged. Combatting the issues exacerbated by the dominant managerial model of marketing will require a different mental model of the discipline – one that expands the focus of marketing to account for and embrace its social impact (Achrol & Kotler, 2012; Wind, 2009). Meeting this challenge starts with how we educate the future practitioners of the craft and discipline of marketing. This paper echoes Webster & Lusch’s (2013) call for an “elevated marketing consciousness”, and offers a perspective on how marketing educators can be more in line with this elevated view. The attraction of traditional perspectives in marketing – such as the domination of the firm/customer dyadic focus – may be dwindling in favor of more inclusive marketing philosophies. Marketing education ought to reflect this shift.

In this paper, we identify four different areas where traditional marketing views are challenged and alternative approaches are offered. First, we contend that marketing educators and practitioners should shift from a dogged focus on customers, and instead use marketing to serve the needs of the stakeholder multiplicity. Second, we challenge the traditional marketing goal of need satisfaction, and instead propose that the aim of marketing should be focused on “value-in-use” – value as defined and co-created by the beneficiary of that value, rather than the marketer. This is a fundamental principle of the service-dominant logic of marketing (Lusch & Vargo, 2014; Vargo & Lusch, 2004), which in turn informs Webster & Lusch’s (2013) elevated marketing concept. Third, we advocate for active partnerships with customers, rather than the conventional “customer-centric” paradigm. We make the case that “customer centricity” is, in actual practice, more firm-centric than customer-centric. Finally, we propose that customers be thought of not in terms of their economic worth to the individual firm (i.e., as buyers), but as whole persons performing multiple roles and with multiple needs which could be served with marketing activity. We leverage a concept that is well-known in socio-political circles but has not been applied in marketing: the citizen-consumer.

With all four of these alternative perspectives, we offer examples and activities for educators to implement in the classroom.

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ADVENTURES IN TEAM TEACHING AN MBA COURSE

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EXTENDED ABSTRACT

Master of Business Administration (MBA) programs are faced with an ever changing demand from the marketplace. As such, business school faculty must evolve to meet these changes. Team teaching, or deploying multiple professors to teach a single class, is one such evolution in the business curriculum. Having multiple professors teach a single class allows the students access to multiple perspectives, bodies of expertise and professional networks. This research provides an analysis of an MBA team teaching experience. The challenges and benefits from the perspectives of both the students and professors are outlined.

Team teaching can be administered and conducted in three distinct approaches: interactive, participant-observer, and rotational models. Interactive team teaching requires two or more professors to be simultaneously teaching in front of a classroom. Participant-observer team teaching requires two or more professors to be present at each class meeting. One professor does the presenting of course material to the students independently while the other professor(s) are engaged observer listeners (the professors then alternate between the observer and participant (presenter) roles). In rotational team teaching, the third approach, the individual professors present their own course material and do not necessarily attend each other's class meetings. This approach requires less in-class time for each individual professor, but requires a significant investment of time from one of the professors who acts as the class coordinator. The purpose of the current research is to provide a descriptive analysis of a specific course taught by a team of three professors utilizing the rotational team teaching approach.

During the Winter Intersessions of 2014-2015, 2015-2016, and 2016-2017, three marketing professors engaged in a rotational team, teaching a course entitled *Marketing Must-Haves: Applications to Improve Business Performance*. The class is an elective MBA course but does count as one of the required courses to achieve the optional Strategic Marketing Certificate. The class size averaged between 25 and 30 students, consisting of working professionals who had returned to school to earn their MBA on a part-time evening basis. Winter Intersession terms are four weeks in duration with students attending class for three and one-half hours, three times a week. Students normally are in class for two weeks, receive a two week holiday break, and then return to class for two additional weeks. Each of the professors shared teaching responsibilities in an almost equal split of the class time.

In terms of student benefits, one advantage of rotational team teaching is that the class is exposed to different teaching styles. Different professors have natural tendencies toward different styles and students have different preferred learning styles. A rotational team teaching environment increases the likelihood of a match of teaching and learning styles. A second student benefit of rotational team teaching is the different perspectives and domains of expertise the different professors bring to the class. A third benefit is students have access to the multiple professional networks of the two or more professors as opposed to the single network of a traditional class taught by a single professor.

Professors can also benefit from rotational team teaching. First, exposure to different teaching approaches allow opportunities to improve one's teaching skills. Second, a team teaching experience gives the professors involved more freedom and flexibility to catch up on research, engage in other work activities, and/or conduct professional travel. Third, the close working relationship facilitated through rotational team teaching, facilitates opportunities to find and share mutual research interests. Finally, rotational team teaching can help build a professor's professional network as the professors are ultimately exposed to a greater number of students.

There are several challenges that both students and professors face when participating in a rotational team teaching course. First, students face the possibility of receiving conflicted information from different professors. This conflicted information can be both related to the administration of the class and/or related to the content (domain) of the course.

Second, it often takes time to adjust to different teaching styles. Finally, different professors have different approaches to assessment and different standards in terms of evaluating assessments. Challenges from the professors' perspective include time coordination difficulties and challenges related to coordinating different assessment styles. One final challenge from the professors' perspective is possible issues related to rank and/or ego. A team teaching environment is not particularly conducive to professors who are territorial or competitive with their fellow professors.

The results of this paper yield many avenues for future inquiry. For example, future researchers should examine quantitatively the effect a rotational team teaching approach has on learning outcomes. Are learning outcomes achieved more effectively through a team teaching approach? If so, what are the boundary conditions of this effect? Future research should also examine institutional hindrances to establishing a team teaching protocol. Even with the support from students and professors, there must be administrative buy-in to deploy a team teaching approach. Finally, future researchers should continue to examine 'pedagogical best-practices' in terms of deploying a team taught MBA course. Is it optimal for the team to have relatively congruent styles or are heavily divergent teaching styles optimal? What level of personality differences amongst the team is optimal? To what degree should assessments be similar or different? These are just some of the questions that must be answered in order for rotational team teaching to be scaled to a larger degree.

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INTEGRATING SOCIAL MEDIA APPLICATIONS FOR STUDENT LEARNING: AN ASSIGNMENT FROM A STUDY-ABROAD COURSE

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ABSTRACT

The purpose of this research was to determine if a social media assignment and use of a digital application were valuable learning tools for students during a study-abroad course. The research specifically focused on how social media escalates the value of student learning, engagement, and a sense of community. Students were surveyed after the course to determine if they believed the use of social media enhanced learning, engagement and community among students and faculty. Findings from this study show that both the social media assignment and use of digital applications were effective methods for promoting student learning, engagement, and community.

INTRODUCTION

With the increased awareness and concern for tuition fees, the value of the student experience has become more important than ever. Improving or enhancing courses through student engagement, enhanced learning and building community provide value for students, so they see the worth of their overall education. More recently, the use of social media and digital tools have been used in higher education to increase engagement, deepen learning and create a shared community for learning. The purpose of this research was to determine if a social media assignment and use of the messaging application, WhatsApp, were valuable learning tools for our students.

In a 2017 January-term study abroad course, *Sustainability through a Business Lens – Exploring People, Planet and Profit in Chile (Chile Course)*, the faculty incorporated the use of social media as a way of student learning, course engagement, and sense of community. The *Chile Course* focused on the rewards and complexities of conducting business in the global marketplace, and it facilitates students' development of skills that will enable them to be successful in these environments. Throughout the course, students became familiar with a range of business, economic, political, cultural and social factors encountered in the international arena. Students also explored cultural norms and values in key world regions and used this knowledge to find successful solutions to real-life environmental, management and marketing situations.

Our plan and goals for the course included the stated objective to “Learn about innovative marketing and management strategies and initiatives related to

sustainability within businesses.” Students met this course objective by *learning* about these functions and strategies within Chilean organizations and also by *applying* concepts learned in their business curriculum to their social media assignment and other work for the course. The course utilized a project-based social media project that required a hands-on learning experience.

While all teaching styles have a place in education, educational projects should go beyond pedagogical-oriented teaching. The overriding goal of experimental learning is for learners to create something that they have not created before; the student knows where they want to go or what they want to accomplish, but must utilize all resources to determine how to demonstrate that learning. In our case, students created social media posts that invoke thought, conversation and action. Students had an opportunity to create something never created before through managing the social media communication for an entire day of course activities. As part of a course assignment, students were instructed to create Facebook, Twitter, Instagram, and blogging posts reflecting their learning from that day. Also, WhatsApp, a social messaging application, was used to provide students and faculty with a tool to communicate course logistics such as departure times and course expectations. Later, it was found that it became a learning mechanism as well. The specific details of the course syllabus related to the social media assignment stated as follows:

Effectively communicating with audiences today requires the ability to manage social media content. As such, the faculty developed the social media project for the *Chile Course* which included both visual and written communication appropriate for each social media

context. The assignment as stated in the Chile Course Syllabus follows:

Each student participating in this study abroad experience will be required to manage one set of social media posts for the trip. These posts will be shared with your faculty by 5 pm on the day of your assignment. You must coordinate with the faculty for this transfer of content. The content is forwarded on WhatsApp to the University Business Administration Department Coordinator who will post your content on the appropriate social media. A set of social media posts will include:

- 1) One post designed for Facebook which will include one photograph from that day's activities and 3-5 sentences stating the purpose of that event and/or the learning that took place from exposure that activity.
- 2) One post designed for Twitter which will include a second photograph (different from the other two) and a comment/caption for the photo. The content should be followed by these hashtags: #mystkates
- 3) One post designed for Instagram which will include a third photograph (different from the other two) and a comment or caption for the photo. These could include a link for the viewer to learn more information. These should be tagged with @mystkates
- 4) A one paragraph "blog" about your assignment date. Give our readers a brief look at what your day was like and what you learned. The three photos will accompany your posted blog.

LITERATURE REVIEW

In an increasingly global market of higher education, learning quality is the crucial contributing factor for university success in the market. There is a general recognition that publicly demonstrating student learning is an essential part of the educational process. As part of our analysis of learning quality, the faculty reviewed existing research on how to evaluate the effectiveness of the use of social media in the classroom. Specifically, the research focused on how social media escalates the value of student learning, engagement, and a sense of community.

There is said to be a developmental relationship between student participation and learning (Astin, 1984). By focusing on learning effectiveness or "enhanced" learning, faculty strived to increase the value that students derived from this course. Interestingly, our research did not find a commonly accepted definition of "enhanced learning" in the literature.

However, when looking specifically at social media's impact on learning, Balakrishnan (2016) found that social media tools not only supplement the learning process of students with different learning styles, but

also encourage collaborations and sharing of ideas among students with diverse backgrounds, learning styles, and personalities. In *Social Media for Educators Strategies and Best Practices*, Joosten (2012, p.3) stated that social media has, "the potential to enhance learning and meet pedagogical needs thanks to the array of media characteristics and functionality." It also appears in the literature that social media has the potential to both support and enhance student learning. Poore (2013, p.11) articulated, "Social media can sustain active learning situations that favor creative and artistic expression...Social media enable problem solving and encourage independence, two of the key features of discovery learning." For our purposes, enhanced learning was evaluated based on students' perceptions of social media assignment to connect our daily experiences to the course content.

Student engagement has also emerged as one of the foundations and objectives of teaching and learning in the higher education systems around the world (Shaun & Quayle, 2009). The desire for increased student engagement in higher education is not a new concept as "university educators have always had a core interest in understanding and managing students' engagement in effective learning" (Radloff & Coates, 2009, p. 9). With globalization, increasing internationalization, and more student-centered educational pedagogies, the focus is more than ever on understanding and improving student learning and, with it, the student experience and student outcomes. The growing focus on student engagement shows up in efforts to measure student learning outcomes at universities so that the student experience and student learning outcomes can be improved. Poore (2013, p. 8) stated, "Engagement in a community of practice has arguably never been easier. Social media provide excellent platforms for people to come together to discuss, share, discover, and network." Poore (2013, p. 8) further acknowledged that "Students try harder when they know their work is being published to the world."

According to the Glossary of Education Reform, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students display when they are learning or being taught, which extends to the level of enthusiasm they have to absorb and develop in their education (2016). Engagement is significant in supporting the students to become independent and autonomous learners. The social context used in these assignments requires the students to share their learning alongside that of other people. As noted by Wall (2012), "Pupil participation facilitates engagement that moves towards purposeful action, this sharing of ideas included discussion of how pragmatically to put their ideas into practice."

Our final objective as part of this course was to create a resilient learning community. Community

building includes the practices engaged in the creation of community among individuals with a common interest. Our community was quite diverse in terms of area of educational study and universities represented. These dynamics suggested that the study-abroad course participants would need to quickly push through the group stages identified in Bruce Tuckman's Theory of Developmental Learning in Small Groups referred to as the storming, forming, norming and performing stages, to establishing trust and aid in the learning process (Tuckman, 1965).

Palloff and Pratt (2007, p. 28) state, "With...the Internet to cell phones, it has become difficult to determine exactly what is meant by the word *community*...perhaps because of the increasing sense of isolation that many people feel in today's world." In this Chile course, 16 students built a community of curious learners exploring a new country for the first time. By spending three intensive weeks together, they learned about sustainability through a business lens in Chile while also building a community together. Palloff and Pratt (2007, p.32) wrote, "*Coalescence*, defined as the formation of that sense of group or community, can be sometimes instantaneous, especially if a group comes together with a strong interest, for example a political campaign or a common problem. They further stated, "What many educators are beginning to realize is that the way the online medium is used depends largely on human needs, meaning the needs of both faculty and students, and that these needs are the prime reason that electronic communities are formed." (p.32)

METHODOLOGY

The goal of this research was to determine if the social media assignment and use of WhatsApp during the 2017 J-Term course were effective learning tools for our students. Specifically, the research was to determine if student engagement, enhanced learning, and enhanced sense of community resulted from use of social media. In order to assess the value of the assignment, students were asked to complete a six question survey.

The survey was distributed to all sixteen course participants via email and a posting on the student WhatsApp site created for the course. Ten of the sixteen students completed the survey, a response rate of 63%. The survey included scaled (five point scale ranging from extremely effective to not at all effective and two open-ended questions.

The scaled questions were as follows:

- To what extent do you feel the social media assignments were effective in enhancing your learning (connecting your daily experiences to the course content)?

- To what extent do you feel the social media assignments were effective in engaging you in the course material (increased your attention, curiosity, or interest in the course content)?
- To what extent do you feel the social media assignments were effective in creating a sense of community (increased ability to build relationships and establish trust among students and faculty)?
- Two open-ended questions were also asked of students:
- What did you find to be most valuable about the social media assignments and tools used in the course?
- Is there anything else you would like to add about the social media assignments utilized in this course?

RESULTS

Incorporating the use of the social media assignment and WhatsApp in this business course was successful. Results showed that 70% of students reported that the social media assignments were very or extremely effective in enhancing their course learning. The same was true for course engagement, 70% of students reported that the social media assignments were very or extremely effective in enhancing their engagement in the course. Students were also asked about how the social media assignments influenced their sense of community as a class. Again, 70% of students reported that the social media assignments were very or extremely effective in enhancing their engagement in the course.

Survey findings also indicated that students viewed the social media assignment as effective in enhancing course learning, course engagement, and sense of community. Results were consistent across the measures, with no particular benefit standing out more than another.

In addition, students were asked which social media applications they found to be most valuable. Using a ranking question, with one being the highest, the results showed that 80% of students ranked WhatsApp #1. These results were consistent with our expectations. WhatsApp served as a primary communication channel for our class throughout the course; the immediacy of this communication kept all of us on the same page. Analysis found that WhatsApp also became a valuable way for students to connect in more personal ways. Students also used WhatsApp for planning activities outside of structured activities. Months later, students from the course are still participating in a WhatsApp group that they formed outside of the class group established by faculty.

Finally, the survey also asked two open-ended questions about what students found most valuable about the social media assignment and use of WhatsApp. The key themes included keeping track of information, sharing ideas, and providing a better understanding of peers. These themes align well with our assignment goals of enhanced learning, engagement, and building community. Additional insights provided by students included a comment that the blog was not something students spent much time reviewing during the course, but it was helpful for their families to follow while they were abroad. They also noted an appreciation for the photos posted to visually communicate the significance of that day's activities. In addition to assessing students' perceptions, the faculty discussed experiences and observations of how social media impacted the overall quality of the course.

CONCLUSION

Utilizing social media as a pedagogical shift from traditional teacher-directed pedagogy towards student-determined experiential learning can be effective in promoting student engagement, learning and community building. It is useful for students to practice knowledge of the to-be-remembered material during the learning process, instead of solely studying or reading the material. "Practice" can take many forms, and in this course, it took the form of demonstrated learning through social media posts. These social media posts contextualized the learning in the course because it occurred through real-world work that is authentic; there is a real audience which is connected to student lives and connected to the community through displayed learning.

Poore (2013, p. 8) stated, "One of the most exciting features of social media for education is precisely their socialness." In the case of our students, they talked with one another and shared ideas for their social media efforts on their assignment. They discussed what photos they would use for Twitter or Instagram or Facebook and what they would say about them. They took many photographs and took extensive notes. Through the act of talking about their planned posting strategy for each of the social media platforms and getting feedback from their peers, they also built community. Additionally, by each person contributing their social media posts to the WhatsApp account, they essentially created an overall group project which became a comprehensive, digital journal. This overall beautiful group journal was a creative reflection of this study abroad experience and this community of learners.

There are some limitations to our research. Our study-abroad class size of only 16 students does not provide us with a large sample size. In addition, only

63% of the class participated in the survey which further minimizes our sample size. However, despite these limitations, upon reflection, it is evident to us that the social media tools aided student learning in this course and helped students develop as a community of travelers. The social media assignment and use of WhatsApp also enriched their community experience via ongoing and inclusive communication. Through their social media reflections, they developed a common digital journal which became a visual representation of the community they had developed together. It is the collective authors' hope that this will be useful for others in guiding course design.

Moving forward, the faculty will advocate for social media becoming a recurring assignment in all University study-abroad courses, and recommend to fellow professors to use digital tools such as WhatsApp when studying abroad as it improves student learning in the course. These tools proved to be effective methods for promoting student learning, engagement, and the creation of community.

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INNOVATION IN THE CLASSROOM: BACK TO THE FUTURE

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EXTENDED ABSTRACT

Over the course of a faculty member's career, times change and students change. An exploration into these changes can provide a rich database by analyzing the creativity of students manifested in class projects. This paper examines product ideas generated by students in an introductory marketing class for a new product development project extending over three decades. Students were given the assignment to "invent" a new product or service and develop a complete strategic marketing plan. Their task was to brainstorm creative, innovative, and futuristic products. A total of 474 student projects were analyzed using content analysis. Products/services were grouped into eleven categories: Food & Beverage, Household, Technology, Fitness & Games, Alcohol & Tobacco, Personal Care, Automotive, Health Care, Clothing & Accessories, Delivery Service, and Safety. Time periods were divided into seven eras: 1986-89; 1990-94; 1995-99; 2000-04; 2005-09; 2010-14; 2015-17.

This research shows that from different periods, the eighties through the millennium, students invented different types of products reflecting the social and cultural trends of that time. (See charts.) The *Food & Beverage* category steadily declined, dropping from 18% in the eighties to 2% of all product categories in 2015-2016. The data showed that until the turn of the century, many of the *Food & Beverage* products revolved around convenience. Students combined products such as ketchup and mustard (*Ketchard* – 2001 and *Picnic Pals* - 2000) and soup and sandwich (*Campbell's Souper Combo* - 1988). Beginning in 2000, students' products become environmentally friendly and started to offer different flavors, colors and other choices, reinforcing the idea that consumers are searching for customization. One of the more interesting product ideas included a *Cheerio Pub* (2013) which is a cereal bar/restaurant. Products in the *Household* category were the second highest category, but were on a roller coaster starting in the millennium. In the nineties, students were fixated with toilets: toilets that glowed in the dark (*Luma Seat* – 1997, *Glo-Seat* - 1992), and toilets that raised and lowered the seat (*Johnny Lifter* - 1995, *Neat Seat* – 1991 and 1994). They were also obsessed with lawn service (*Lawn Buddy* – 2014, *E-Z Cut Lawn Care* – 2013, *Shear Force* – 1994, *Freedom Mower 2000* – 1993). Some creative household products were *Pull 'n Peel* (1998) which is paint that pulls off easily and *Eskimo Sun* (1997) which when added to laundry detergent keeps clothes at a comfortable body temperature.

Not surprising, the *Technology* sector is the most dominant new product idea and increased significantly each period from 10% in the late eighties, to 25% in the 1990s, to 29% in the first decade of the millennium, to an average of 35% from 2010-2017. The *Fitness & Games* category was strong in the eighties (18%) then decreased except for jump in 2005-2009 and in the current period. *Fitness & Games* products became more customized rather than simple "ball and bat" games in the older eras, which included inventions of sports newspapers, tennis ball modifications, and golf ball tracking devices. Recent inventions included fitness apps, custom fitting shoes, and impact recording helmets.

A surprising result is that only 8% dealt with *Alcohol & Tobacco*. The highest number of inventions for *Personal Care* products was invented in 1986-1989 (13%) and the least in 1995-1999 and 2010-2014 (4%). Many products throughout the decades were combination products, such as special shampoos, 2-in-1 toothpastes, and combination hair curler/straighteners. The *Automotive* category has drastically declined over time with a slight spike in 2015-2017. Other than this small spike, automotive inventions have been practically non-existent since 2005. Although *Health Care* products were consistent across the eras, it was not an overly popular category. The students' ideas for inventions generally come about from their own personal needs and, healthcare was not an important category for this demographic. *Clothing & Accessories* category was consistently small, but did have a slight uphill trend. *Delivery Services* was always a small number, with the maximum amount of inventions in this category in 2005-2009, and then drastically decreased to only one invention in the most recent period. Products invented in the *Safety* category has been very sporadic, and the smallest category since no more than 5% of products were *Safety* products in any given time period.

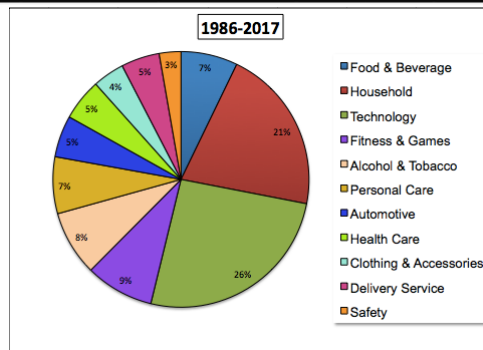
Curiously, many student projects were an attempt to put their professors out of a job! *Plug-in-Professor* (2007) recorded classes. *Photographic Memory System* (2001) were glasses that photographically memorized things for the wearer. *Osmo Learn* (2002) was a patch that gave knowledge to the wearer. *Memival* (1992) was a pill that restored student's memory. Sony's *Notetaker* (1992) did exactly that.

While it was not surprising that technology products became more popular among student new product ideas, the steep growth of high technology products invented over a thirty-year period is surprising. What seems like an overnight advent of phone apps was a phenomenal trend and quickly became students' number one project idea. As predicted, students created products and services that would be useful for them. The product trends in the eighties were more based on the personal needs of the students such as food, fitness, and convenience of household products. The nineties began the focus on technology, but household items were still a strong product interest. Once the new millennium came, students were mesmerized by technology and all other product categories strongly diminished in significance. It is interesting to note that the product categories mirrored the cultural trends: technology, customization, egocentricity, and health-focused. If one assumes that students are trendsetters and trend watchers, then it would come as no surprise that most of the products that students invented did actually become real products. Even more important, students invented products that were trendy, innovative, and progressive.

Most of the students' product ideas (70%) became actual products in the future. For practitioners, the managerial implication is that students can be a valuable source of new product ideas due to their strong awareness of consumer trends, their use of technology, and their interest in products that would fulfill their needs. In hiring students as interns, companies should utilize them in product development roles, thus encouraging critical and creative thinking. Instead of placing student interns in general marketing positions, companies should position students in the research and development departments. Organizations should aggressively look to students to generate new product ideas.

Statistics by Broad Categories

	1986-1989		1990-1994		1995-1999		2000-2004		2005-2009		2010-2014		2015-2017		Grand Totals	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Total	Category
Food & Beverage	11	18%	6	8%	4	4%	4	5%	4	8%	4	6%	1	2%	34	Food & Beverage
Household	9	15%	17	22%	23	26%	14	18%	8	15%	22	32%	6	13%	99	Household
Technology	6	10%	19	24%	23	26%	16	21%	19	36%	20	29%	19	41%	122	Technology
Fitness & Games	11	18%	3	4%	9	10%	4	5%	7	13%	2	3%	5	11%	41	Fitness & Games
Alcohol & Tobacco	3	5%	9	11%	10	11%	13	17%	3	6%	1	1%	0	0%	39	Alcohol & Tobacco
Personal Care	8	13%	6	8%	4	4%	5	6%	4	8%	3	4%	4	9%	34	Personal Care
Automotive	5	8%	6	8%	6	7%	3	4%	0	0%	2	3%	3	7%	25	Automotive
Healthcare	3	5%	4	5%	3	3%	7	9%	1	2%	5	7%	2	4%	25	Healthcare
Clothing & Accessories	0	0%	4	5%	3	3%	2	3%	1	2%	6	9%	3	7%	19	Clothing & Accessories
Delivery Service	3	5%	1	1%	5	6%	5	6%	4	8%	4	6%	1	2%	23	Delivery Service
Safety	1	2%	4	5%	0	0%	4	5%	2	4%	0	0%	2	4%	13	Safety
Total	60	100%	79	100%	90	100%	77	100%	53	100%	69	100%	46	100%	571	



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BE BOLD TAKE CHARGE: ENGAGED INTERDISCIPLINARY SCHOLARSHIP TO REDUCE HEALTH DISPARITIES IN A NORTHEASTERN U.S. COMMUNITY

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EXTENDED ABSTRACT

Health disparities are dramatic differences in health by income and education levels, measured in a variety of health outcomes, such as life expectancy, infant mortality, overall child health, child obesity, overall adult health, and diabetes and heart disease among adults (Braveman & Egerter, 2013). For each of these health indicators, people in the poorest or least educated groups, often ethnic minorities living in impoverished neighborhoods, have the worst health (Marmot, 2004).

According to a community health needs assessment in 2016, the City of Reading exhibited clear patterns of health disparities: poverty is significantly associated with poor access to healthcare, as well as asthma, mental health problems and money concerns (Holleran Community Engagement Research & Consulting, 2016). The incidence rates of chronic diseases such as diabetes (20% vs. 9.6%) and obesity (35% vs. 30.2%) are higher among the residents of Reading than the state of Pennsylvania.

The City of Reading, located in southeastern Pennsylvania, is the county seat for Berks County. The city saw a sharp downturn in prosperity and population, largely due to the decline of the heavy industry and railroads and urban decline. Nevertheless, the decline in Reading's population has stopped, likely due to an influx of Hispanic residents. Reading has a population of 88,000 in 2016, and it is the fifth most populated city in the state. The racial profile of the city is as follows: Hispanic or Latino (58.2%), White (48.4%), Black (13.2%), and Asian (1.2%). The median household income in Reading is much lower (\$26,784 vs. \$53,599) and its poverty rate is much higher than that of the state (39.6% vs. 13.2%) (U.S. Census Bureau, 2015).

Be Bold Take Charge, a joint initiative between Penn State Berks and Penn State Health St. Joseph collaboratively, aims to alleviate the health disparities in the City of Reading. The initiative brings together non-profit organizations, business owners, and community advocates to collectively improve the overall health of Reading residents through nutrition and physical activity.

To examine the underlying stressors that give rise to unhealthy lifestyles, we recruited study participants from the City of Reading, PA, USA to participate in semi-structured, focus groups and/or in-depth interviews. Convenience sampling was used to purposively recruit ethnic minority informants from a Catholic Church. Bilingual (Spanish-English) moderators and interviewers were trained to conduct the interviews with both English- and Spanish-speaking informants. Four focus groups (n=29) were conducted to generate consumers' thoughts and vocabulary about their lifestyles, including social lives. We then invited these informants (and their family members) to participate in depth interviews (n=25) two weeks afterwards. The participants each brought 10-15 pictures to the interviews, namely meals, food items in their refrigerators and pantries, and physical activities. During the interviews, the participants were asked to tell stories about the pictures and how they fit in their lifestyle.

The household physical activity and nutrition (PAN) practices are found to situate in and dynamically affected by the stressors and resources encountered in their daily lives. If the driving forces of resources are greater than the limiting forces of stressors, adoption of PAN practices is more likely. We found that stressors could stem from consumers' living, working, family, and medical conditions (Braveman & Egerter, 2013). Resources that the

consumers could deploy to engage in PAN practices include personal resources, such as economic, cultural capital and emotional capital (Froyum, 2010), and interpersonal resources, such as social capital (Bourdieu, 1984), institutional and community social capital (Putnam, Feldstein, & Cohen, 2003).

Based on our research, we developed a multidisciplinary multi-sector community health initiative to reduce health disparities. The Be Bold Take Charge initiative adopts a shared-value strategy (Kramer & Pfitzer, 2016) that brings together college students, faculty, and staff of Penn State Berks, along with physicians and staff of Penn State Health St. Joseph, city residents, business owners, not-for-profit organizations in the community. As the community conditions are beyond the control of any organization, businesses and community advocates must foster and participate in a multi-organizational coalition that facilitates successful collaborations to catalyze change. Be Bold Take Charge has a five-pronged strategy to help the Reading residents improve their level of resources so that they are more likely to adopt the PAN practices:

1. Economic development to increase economic capital
2. Reducing crime to increase economic capital
3. Education to increase cultural capital
4. Building a grassroots movement to increase social capital
5. Changing perspective to increase emotional capital

In light of our findings, the foremost need is for the medical professionals and community advocates to understand their community members' lived context. This understanding will enable community advocates to design appropriate community services that encourage the cultivation of various types of resources (e.g. job training to improve residents' economic capital, cooking shows to increase cultural capital, emotional intelligence workshop to increase emotional capital), to implement projects that take advantage of existing networks (e.g. parent-teacher associations, churches, local YMCAs), to build alliances that among community agencies, and to set up an advisory board that will guide and sustain the change initiative over a long period of time.

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EMPATHY IN MARKETING STUDENTS: ARE WE MISSING THE BOAT IN MARKETING EDUCATION?

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EXTENDED ABSTRACT

As educators, we seek out examples that will be relevant to students and increase their engagement, and in many cases that means using examples that involve Millennials. But are we missing the boat when it comes to educating marketing students and making them effective marketers? Our overarching goal with this research is to help students be more effective marketers when they graduate. Our research focuses on *empathy*, the ability to take the subjective perspective of another person (cognitive capacity) and share that person's emotional state (affective or emotional response). Will empathetic marketing students be more effective marketers? Will they be better at selecting appropriate target markets, developing a deep understanding of their needs, designing an appropriate brand positioning and product, developing an effective communication strategy, and selecting appropriate channels and promotion strategies? We believe they will.

Empathy has been declining over the past 30 years and, specifically, that today's college students are less empathetic than those of the 1980s and 1990s. In a 2007 speech about empathy and literacy, President Obama stated, "The biggest deficit that we have in our society and in the world right now is an empathy deficit. We are in great need of people being able to stand in somebody else's shoes and see the world through their eyes." According to an August 2014 Reason-Rupe Poll, 71 percent of American adults think of Millennials as "selfish," and 65 percent think of them as "entitled." Researchers speculate that a combination of video games, social media, reality television, and hyper-competition have left today's college students self-involved and shallow, driven by their individualism and ambition. Low empathy, in turn, is associated with criminal behavior, violence, sexual offenses, aggression when drunk and other antisocial behaviors.

Research has set the stage for exploring empathy in the context of marketing, but no academic work has measured empathy and assessed its effect on Millennial students nor tested the effects of various empathy training programs in the marketing classroom. Our research questions include:

- RQ1: Are Millennial students empathetic to other generations, particularly Baby Boomers?
- RQ2: Are Millennial students' attitudes toward ads and purchase intentions greater when they are more empathetic to spokespersons in ads, and are there differences between males and females?
- RQ3: Can we teach empathy in the marketing classroom and, if so, what methods are most effective?

To address these research questions, a pre-test and an experiment were conducted. The pre-test was conducted to determine spokespersons for each respective generation (Millennials versus Baby Boomers). We tested several photos and had respondents rate which generation they think the spokespersons fell into (either Millennial, Baby Boomer or other). We selected two photos for each generation that best represented (i.e., were rated highest as) Millennials and Baby Boomers for two products – cell phones and tablets.

The experiment measured Millennials' evaluations of advertisements and their empathy after being exposed to a set of ads with either Millennials or Baby Boomers as spokespersons. Using a Qualtrics online survey and recruiting participants through a Qualtrics panel, 229 Millennials (n=106 males; n=123 females) were exposed to two ads (one for cell phones, one for tablets) with either Baby Boomer spokespersons or Millennial spokespersons (n=113 exposed to Baby Boomer spokespersons; n=116 exposed to Millennial spokespersons). A set of established, reliable measurement scales were used.

We used structural equation modeling and ANOVA [a 2 (spokesperson – Millennial versus Baby Boomer) x 2 (gender) between-subjects experiment] to determine relationships between empathy, gender, advertising toward the ad, and purchasing intentions. We hypothesize that Millennials, particularly males, will be less empathetic to Baby Boomers in ads (versus Millennials in ads) and that Millennials will have higher attitudes towards the ads and purchase intentions when viewing ads with Millennials (versus ads with Baby Boomers), particularly females.

In a future study, we will test various empathy training sessions with marketing students to determine their effectiveness in developing students' empathy. These training sessions may include shadowing a Baby Boomer, writing interventions (e.g., "imagine a day in the life of this individual as if you were that person") and role playing (Batt-Rawden et al., 2013; Hojat, 2009). Empathy will be measured and compared across training sessions to determine which is most effective in enhancing empathy.

Training, both formally and informally, could take place in a variety of ways and be embedded across the marketing curriculum. While we will test formal methods of enhancing empathy (e.g., role playing) in our study, informal methods may work as well. For example, informally, empathy could be taught through the interaction of Millennials with Baby Boomers in arenas such as social dinners where the two groups could interact and learn each other's stories and struggles.

Ultimately, empathy may become an important component of assessment programs. As marketing educators, we define the knowledge and skills that we believe students should have when they graduate (marketing knowledge, critical thinking, professionalism, etc.) and determine methods for measuring and reporting these knowledge and skills. Through this research, we may conclude that empathy is an additional attribute that should be included so, in turn, our marketing students are better prepared to be more effective in their careers.

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INTEGRATING AN APPLIED MARKETING RESEARCH COURSE INTO THE UNDERGRADUATE CORE CURRICULUM

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POSITION PAPER

A marketing research course offered in an experiential learning mode and as a community engagement (CE) offering within an institution's core curriculum presents students a wealth of learning opportunities, including the benefit of applying theory to practice (Harvey, Coulson & McMaugh, 2016; Coulson & Harvey, 2013). Yet, the planning and delivery of such a course presents challenges, including aligning course learning goals and outcomes with those of the core curriculum, ensuring adequate coverage of the subject matter, designing a marketing research investigation plan for students to carry out that benefits the community partner organization, and making sure that research results inform a recommended strategic marketing plan for the client. This paper provides a framework for meeting these challenges.

The author of this position paper developed such a course (Applied Marketing Research) over a 20-year period for a small private comprehensive university in the Western United States. Each course offering focuses on having students conduct a full scale marketing research investigation and formulate of a strategic marketing plan for a nonprofit organization.

An applied marketing research course can provide an excellent fit with the goals and learning outcomes commonly associated with the CE element of an institution's core curriculum. A common CE learning goal is for students to critically reflect on their experience, apply it to the community outside the institution, and integrate the experience in their academic understanding of the world (Trudeau & Kruse, 2014; Coulson & Harvey, 2013). This external focus is beneficial in preparing them to meet the demand for organizations to embrace the societal marketing concept in which company objectives are formulated in the context of establishing mutually beneficial long term relations with all of the firm's key external stakeholder groups (Gopaldas, 2015; Laczniak & Murphy, 2012; Aguilera, et al., 2007).

Likewise, as shown in Table 1, CE learning outcomes can be translated congruently with the learning outcomes of an applied marketing research course in a manner that enhances student competency in the discipline. In essence, the university's learning outcomes require students to collaboratively engage in critical reflection of the CE experience in terms of how academic theory can be applied to enhance the student's professional development and benefit the outside community. Within an applied marketing research course, this learning outcome suggests the expectation that students reflect upon how the professional competency can be applied toward helping the community partner achieve its purpose. Specifically, this CE learning outcome informed the articulation of the following learning outcome for the course: *By working as a team and regularly consulting with the client, students will understand and reflect upon the marketing research investigation process necessary to generate marketing strategy measures that will enhance the ability of the client (a nonprofit organization) to realize its mission.*

The elements of acquiring comprehensive theoretical knowledge and reflecting on its application for assisting the community partner was translated into learning outcomes aimed at students achieving competency in both the marketing research and strategic marketing planning components of the course, including mastery of primary research methodology and marketing program formulation.

A major challenge in designing an applied marketing research course is ensuring that the critical reflection of theory and its application takes place at two crucial phases of the course. First students should reflect upon conceptual material initially covered during the semester concerning all phases of a marketing research investigation

and strategic marketing plan development. Second after conducting marketing research, students are required to apply theoretical material and research findings to inform the formulation of a recommended strategic marketing plan for the client.

Table 1. Alignment of Community Engagement (CE) and Applied Marketing Research Course

Learning Outcomes

CE Learning Outcome

1. Students will apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting.

2. Students will demonstrate critical reflection throughout their experience.

3. Students will express their understanding of the interconnections between their experience and their responsibilities as members of social or professional communities.

Corresponding Course Learning Outcome (s)

2. Students will demonstrate the ability in a collaborative setting to effectively gather and analyze data pursuant to conducting a marketing research investigation by demonstrating proficiency in:

- the nature and use of sampling plan methods;
- constructing effective survey instruments, e.g., a formal survey questionnaire; and
- the application of statistical tools for organizing and interpreting data.

3. Students will effectively formulate essential elements of a strategic marketing plan for a profit or nonprofit organization by demonstrating an understanding and proficiency in:

- using marketing research investigation findings to inform the development of strategic marketing plan elements, and
- comprehensively apply relevant marketing theories and concepts to conduct market segmentation analyses, define targeting and positioning strategies as well as the product, promotion, pricing and distribution elements of a marketing program.

1. By working as a team and regularly consulting with the client, students will understand and reflect upon the marketing research investigation process necessary to generate marketing strategy measures that will enhance the ability of the client (a nonprofit organization) to realize its mission.

A useful area of future research involves developing follow-up processes with the client for monitoring the value of an applied marketing research course offering in terms of contributing to the realization of the community partner’s mission. Perhaps this could be done in the following manner. Six months after the community partnership course offering has taken place, the client would be presented a summary list of marketing recommendations generated by the class project and asked whether they have been implemented and to rate the potential or actual effectiveness of each. This, in turn would provide useful feedback on how to revise the structure and content of further offerings of the applied marketing research course.

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WEARABLE TECHNOLOGY IN THE CLASSROOM: CAN A MYO MAKE A DIFFERENCE?

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POSITION PAPER

Educators began experimenting with the first wearable device as early as 1980s when calculator watch became available as a possible teaching and learning tool (Johnson et al., 2013). Fast forward to today, with rising consumer interest into wearable technologies (WT) (e.g., Google Glass, Muse, and Fitbits), educators have begun to explore practical uses for WT in educational setting. Within higher education, wearable devices are used to improve productivity in the classroom. WT allows instructors and students to communicate more easily and keep track of updates, as well as enable “push” notifications (Johnson et al., 2013). These devices are equipped with sensors that can collect real-time data on student’s behaviour, academics, and physical health (Lepi, 2014). Smart watches have also been used to help students to present multimedia projects in class. Wearable devices can be used not only to collect data, but also to store audible textbooks, awarding digital badges, and even unlocking classroom doors. From an instructor’s perspective, WT can be used to enhance content delivery. While many WT exist in the marketplace, this paper seeks to investigate the use of the MYO Armband as a potential toolkit for instructors.

The MYO (created by Thalmic Labs) is a WT armband, placed just below the elbow, that recognizes various movements in the arm for gesture controls, which it transmits via Bluetooth to compatible devices. Various hand gesture activates the MYO; gestures such as waving left will create a zoom in, whereas waving right will zoom out (Mulling & Sathiyarayanan, 2015). MYO is also able to track very minute movements allowing simple intuitive movements such as moving the wrist, tapping fingers, or making a fist to control computers (e.g., Powerpoint) (Sathiyarayanan, & Mulling, 2015). MYO is compatible with Windows, Macs, iOS and Android via wireless connections. The MYO is comprised of 8 EMG sensors which allow it to recognize impulses by the muscles which allow it to recognize and perform each of the five gesture according to the users’ movement (Sathiyarayanan & Mulling, 2015). The MYO comes equipped with an application that can provide feedback by issuing vibration comment. Due to the difference with each user (skin, muscle size, etc.), the MYO requires a calibration step. From the data that it will receive and MYO’s machine learning process, it then becomes available to recognize each gesture that is performed.

The more one utilizes the MYO, the more it becomes familiar with the actions; subsequently, the more accurate the actions become. Studies have shown that utilizing MYO is practical for distance pointing and clicking on large displays (e.g. classroom setting) (Haque, Nancel, & Vogel, 2015). Furthermore, not only can the MYO armband be used for navigating presentations, but it can also control iClicker participation. The MYO can also be used as a wireless mouse/keyboard; a user can use hand gestures to open menus and various applications.

Bower and Sturman (2015) argue that in order for educators to incorporate teaching opportunities of these wearable technologies, they must develop an understanding of the technology’s uses and concerns in teaching. As such, we note that there are significant benefits and challenges of using the MYO in the classroom. The table below highlights some of the pros and cons from an instructor’s perspective.

BENEFITS:		CHALLENGES:	
Seamless Control	> No need to hold a pointer/clicker, a person can use simple hand/finger gestures to operate their PowerPoint/Videos.	Expensive	> Currently Priced at \$199USD.
Professionalism	> The use of MYO has been shown to increase a presenter's level of professionalism.	Adaptability	> MYO requires calibration to adapt to the users' skin/forearm size, etc.
Innovators	> Users can pave the way for next generation of wearable technologies in education.	Learning Curve	> A user must study the gestures and learn the steps involved.
The "Cool Factor"	> Students may see the instructor as technologically competent.	Limited Controls	> Currently, the number of movements/controls are limited.

Regarding next steps, empirical research is necessary (both from instructors' and students' perspectives) to investigate the viability of MYO as a teaching aid in university classrooms. More exploration is certainly needed in this regard. In sum, while there is great potential for wearable technologies in the future for education use, there are challenges associated with using it for teaching purposes. However, by garnering support from both WT developers and academic institutions, a regular use of WT technologies in lecture halls may not feel so foreign in the near future.

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METHODS FOR TEACHING ETHICAL VALUES – WHAT ARE WE PRACTICING, AND WHERE ARE WE FALLING SHORT IN WESTERN CULTURE? - A VALUE CARD EXERCISE

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POSITION PAPER

In the corporate world, a marketer once said to me, “Remember, you can fool some of the people all of the time. These are the people we need to concentrate on.” Valuing the bottom line, making a profit, and taking advantage of others’ weaknesses, was the emphasis. Back then, I laughed, thinking it was a creatively spun humorous quip. However, do businesses often employ this concept, actively seeking out those who are attracted to the latest shiny thing or attractive models, products or people? Over the past 4 years, I have analyzed the open-ended thoughts and survey responses of what students’ value using a card exercise, considering where our society is falling short in daily practice. This paper shares these findings, and attempts to bring to light values held in the United States, and how changes have emerged over a four-year period.

Martin (2011) states, “Individuals and organizations organize and prioritize their values in particular ways, forming value hierarchies. The purpose of these value hierarchies is to enable people to make choices when values conflict with each other” (p. 98). In addition, there is a component that Martin (2011) points out regarding the roles individuals in leadership and employees have within their hierarchy, and the challenges that arise in various cultures based on the ethical standards of oneself versus the ethical framework outlined by organizations.

I teach at Saint Mary’s University, where the mission states (2017): “Enriched by the Lasallian Catholic heritage, Saint Mary’s University of Minnesota awakens, nurtures, and empowers learners to ethical lives of service and leadership.” (p. 1). Using a convenience sample of six ethics courses that I taught in the period of (Fall, 2013) through (Fall, 2016), students in a Doctorate in Leadership Ethics course were introduced to an exercise, determining their top five values using the Values Activity Card Set (2005), based on thirty preset options such as “life, compassion, freedom, creativity, work, religion, wisdom, health” and many others. Also, students were given four cards which they could make on their own that were not reflected in the card pack. Students wrestled with the top five values that they chose, and sometimes after dialogue and being challenged by other colleagues, changed their minds. After classroom reflection and dialogue with colleagues, and with time for reflection, students were then given a chance one week later to answer two key questions via a survey (which is the focus of this article), with no restrictions on which values they chose: “In our corporations and schools, which values are we practicing most often?” And, “Which values seem to be lacking in the workplace/society?” A table, which tallied the responses quantitatively, are listed cumulatively throughout the four year period below for both questions.

For Question 1: (Fall, 2013) to (Fall, 2016) “In our corporations and schools, which values are we practicing most often?”, the values discussed most frequently and the number of votes given, were the following: Being Successful (12), Creativity (11), Power(11), Knowledge (9), Accountability (8), Integrity (8), Responsibility (8), Dedication (7), Respect (7), Work (7), Advancement (6), Wealth (6), Cooperation (4), Honesty (4), Loyalty (4), Security (4), Transparency (4), Empathy (3), Recognition (3), Religion (3), Better Life (2), Compassion (2), Doing More with Less (2), Ethics(2), Excellence (2), Faith (2), Holistic Growth (2), Inclusivity (2), and Love (2), with thirty-six other values rounding out the list with one tally.

There has been an emergence of a few themes of values emerging in the past four years: According to the participants in this study, the need for success and power has emerged as two of the top values, especially with scarcity of good paying jobs and fear of losing wage gains, among other factors. Creativity is still heavily valued, but is on par with these other two areas of having success and some lotus of control and power in their work. Knowledge of one’s job function and accountability for one’s actions are still on people’s minds. Integrity and honesty continue to be values that people feel we are practicing in our organizations. Combining these two as one, it would rank as high as

other values, which are perceived to be practiced within our organizations, such as being successful, powerful and creative.

For the Question 2: (Fall, 2013) to (Fall, 2016): “Which values seem to be lacking in the workplace/society?”, the values discussed most frequently and the number of votes given, were the following: Honesty (9), Integrity (9), Empathy (7), Compassion (6), Trustworthiness (6), Valuing Loyalty (6), Accountability (5), Cooperation (5), Creativity (5), Patience (5), Dedication (4) Engagement (4) Faith (4), Love (4), Respect (4) Responsibility (4), Security (4), Spirituality (4), Transparency (4), Professionalism (3), Authenticity (2), Communication (2), Community (2), Courage (2), Family (2), Health (2), Innovation (2), Recognition (2), Reflection (2), with twenty-seven other values rounding out the list with one vote.

Where are we falling short in what we practice in our corporations and schools? According to our participants in the study, without a doubt, honesty and integrity rank highest, and if combined would reveal an even more profound weakness in the characters of our employees and management. The perception that we are lacking empathy for one another has been an emerging theme in the past two years, compared with 2013-14 results. This seems to go hand in hand with having a sense of compassion and being trustworthy. A lack of patience in the workplace has been an emerging theme, as workloads increase, resources become scarcer, and more is expected from our worker today than ever before in terms of juggling responsibilities.

Competition is great, as is hard work, but sometimes we become overly focused on both in the workplace. Schools probably vary a bit more depending on the location of the school and the focus on those in the student body. We are in a society, which emphasizes achieving wealth, acceptance, power, advancement, recognition, and creativity. It is not necessarily that advancement, recognition, or even power or wealth are bad values, but they cannot take place at the expense of other values. According to our participants, this can be answered in the broad sense, because there are always exceptions, but in most large organizations it appears that many of the values that are embraced tend toward the material side and the values omitted are more humanitarian. So many ethical choices are reduced to a utilitarianism economic choice: how much can the organization get for the lowest cost? Students agree that faith, love, empathy, patience, and dedication seem to be lacking. The values of wisdom, religion, gentleness, and self-control also seem to lack emphasis or something people aspire to want in corporations and schools. Contrastingly, some would argue whether these values should belong in the workplace. As a society, with schools at the forefront of teaching and reaching the next generation, how do schools address faith as well as the other values listed? Is there a slippery slope with separation of church and state? Alternatively, do we see faith as confidence in someone/something where we wouldn't have to face those separations?

Conclusion

The need for success and power has emerged as two of the top values, especially with scarcity of good paying jobs and fear of losing wage gains, among other factors. Creativity is still heavily valued in organizations, but is on par with these other two areas - success and some lotus of control and power in their work. Knowledge of one's job function and accountability for one's actions are still on people's minds. Integrity and honesty continue to be values that people feel we are practicing in our organizations.

Where are we falling short in what we practice in our corporations and schools? Interestingly enough, a lack of patience in the workplace has been an emerging theme, as workloads increase, resources become scarcer, technology provides quicker response, and more is expected from our worker today than ever before in terms of juggling responsibilities. Without a doubt, according to those studied in ethics courses over a four year period, honesty and integrity remain highest in frequency, and if combined would reveal an even more profound weakness in the characters of our employees and management. The perception that we are lacking empathy for one another has been an ever-presenting theme in the past two years of survey results, compared with 2013-14 results. This seems to go hand in hand with having a sense of compassion and being trustworthy.

Students seemed to take the exercise seriously. After reflection, discussion with other professionals, and wrestling with their own initial value choices, the exercise became even more meaningful and helped the participants understand each other's perspectives. As indicated, some participants changed their value choices regarding what we practice and where we are lacking in our society, as a result of the dialogue each time the course was taught. Consideration should be given to whether there would be differences between men and women and whether there are possible different

views among cultures (which arose in discussions). Also, my research looked at a snapshot in time. A longitudinal study would be fascinating to see if people change their values choices as time goes by.

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THE GLOBAL LEARNING DISTINCTION: AN EXPERIENTIAL EDUCATION PROJECT

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POSITION PAPER

Johnson & Wales University (JWU) places global learning at the heart of its mission. The JWU Guiding Principles include to “Embrace diversity for a richly inclusive community” and “Model ethical behavior and local, national, and global citizenship,” and “Enrich and expand opportunities for global learning,” and “Enhance opportunities for local, national and international citizenship.” JWU’s mission reflects an acknowledgement that universities are increasingly international in intent, and that successful graduates must be able to think and act with awareness of the world around them.

The launch of a “Global Learning Distinction” certificate program for students has emerged from this mission. It was recommended that JWU implement a certificate or distinction that is based on a system which assigns varying numeric points to global learning activities that have been predetermined and clearly articulated, making the completion of a certificate or distinction feasible for a wide range of students. However, the 2015 pilot launch of this program discovered that students find the Global Learning Distinction (GLD) program difficult to understand, and that they do not clearly recognize the benefit of earning a GLD.

The problem that needed to be addressed was to understand global learning from the student point of view. Specifically, the problem included a need to assess student attitudes toward global learning, understand perceived benefits of the GLD program and identify an opportunity for students to get involved in the promotion of this program prior to the full launch in 2018.

To address this problem, an idea emerged to have the director of the GLD program act as a “client” for a series of marketing research and public relations class projects which would enable the students to actively participate in the launch of the Global Learning Distinction while also engaging in experiential education. At the start of the Spring 2017 term, the director visited three classes for an “input meeting.” By the end of the term, the students made a presentation to the client and summarized results which included the following: 11 student-directed focus groups (N=82), online survey research (N=300) and student-directed messaging and social media strategy.

There was some early resistance to the project, as many students only equated the topic of global learning with study abroad – it was a challenge to explain how global learning can actually happen every day on campus and in the classroom through cultural engagement and learning about various global financial, economic, government and social issues. We also had some difficulties recruiting a wide-range of participants for the focus group and survey research, which resulted in a convenience sample of mostly marketing and management students in some of the groups. However, the combined results of student research which was conducted across three classes provided a good mix of participants and responses.

Valuable insights which resulted from the GLD student projects included a better understanding of how students define “global learning” and “global attitudes.” Students were nearly evenly split in their understanding of global learning as achieved through a set of experiences – such as travel or study abroad – or achieved by developing a global mindset, and openness to diverse cultures and people. Business majors were the most likely to perceive the benefits of a Global Learning Distinction certificate as a way to attract potential employers by including the GLD on their resume. Further, students who were already involved in student groups and membership organizations were the most likely to be interested in joining the GLD program. Freshmen and sophomores also had more interest in the GLD than juniors and seniors, who perceived the GLD process of tracking submittals and points to be too much “work.” Most students agreed that video and blog submittals would be easier and more fun than writing reflection essays - and could also be used via social media to promote the GLD to other students.

The experiential education aspect of the project was also deemed a success. In particular, the student-moderators of the GLD focus groups were evaluated by their peers in student reflections as friendly, engaging and professional, and were surprisingly skilled at directing the discussions for their first focus group. In addition, many of the students who worked on the GLD marketing and promotion also decided to sign-up for the certificate program themselves. A future recommendation would be to stagger the projects throughout the academic year. Conducting the marketing research classes before the public relations classes could have resulted in better formative research for their promotional campaigns.

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SOCIAL MEDIA, SOCIAL NETWORKING: LEARN TO USE THEM BEFORE THEY ABUSE YOU

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POSITION PAPER

Marketing faculty that attempt to engage students by sharing information are challenged when trying to develop a strategy for communication through social media and networking tools. Social media and networking can be simply defined as interacting in order to share information with a select audience or network of individuals. The perception by faculty may be that students use the technological tools available as a means of entertainment and personal social interaction. Faculty should understand that social media and networking tools can be used by students to meet personal, educational and career goals.

The use of social-media by students for socialization and as entertainment is recognized as an opportunity by educators in higher education. While there can be a concern about the most effective use of social-media, it is also necessary to assess the impact of social media on student learning. The origination of many social media applications can be traced to an academic setting. According to Ramasubba (2016), more than half of all students globally use at least one social media platform by the time they turn ten. In order to incorporate this into the classroom, faculty should have an understanding as to how this medium can be used constructively when engaging students during the facilitation of course material (Ramasubba, 2016). Students have the ability to adapt to constant technology changes that are rapidly occurring while affecting social media applications. One technological device used by many students is smart phones which can have as abundant computing power as full desktop computers. With the introduction of cloud storage and computing functions, smart phones have already impacted the desktop computer market.

There are web links that allow teachers to deliver instruction right to student's phones through an endless list of formal and professional applications. Faculty can utilize this process in order to be more reactive to student needs and deliver personalized instruction so each student can have an individualized study plan. Another benefit to using social media in education is the opportunity for student and teacher interaction. Engagement with peers is another area that instructors and students can find possible with the available technology found in smart phones. This engagement can be encouraged through sharing self, links, and commenting on someone's posts. The opportunities are endless for interacting and engaging on a global basis with students in distant classrooms.

There may also be a concern by instructors in higher education that social media might be a distraction and that there could be issues with security and privacy. If this occurs, then social media can become more personal than professional and encounter possible ethical issues. Solid guidelines must be in place before implementing any social media strategy in the classroom. Instructors initiating social media in the curriculum can be justified since research has shown that 70% of graduates expect employers to review their social media before making a job offer (Anonymous, 2016).

Instructors using social media as a communication tool could be more efficient at communication with their students. By setting schedules and defining what can and cannot be posted should provide focus for the messenger in the communication process and affect efficiency in a positive way. It is a novel way for instructors to teach, share and connect with their students. With this approach, students and teachers can discuss assignments throughout the social media process (Anonymous, 2016).

Faculty will have the ability to deliver and receive information concerning assignments and course material in real time. The timely manner of communicating homework, assessment and feedback can justify the reason to engage in social media. By creating a dynamic learning environment through the use of social media, student engagement and satisfaction should result. Technology could be utilized by the instructor to deliver course

information to students outside the classroom. Instructors can also provide directly to students while allowing them to make any needed corrections immediately. This would provide additional class time to reinforce the core learning objectives.

Recent surveys show a growth rate of 15-20% in the number of students using mobile phones. Another indication of future trends in higher education is that 75-80% of seniors in high school utilize mobile learning strategies (Roth, 2016). Based on these trends, future research is suggested on how instructors are presently dealing with mobile learning and what adjustments are needed for a quality learning experience in the future.

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MATH. CHECK. ENGLISH. CHECK. BIOLOGY. CHECK. THE RELEVANCE OF GENERAL EDUCATION COURSES AMONG BUSINESS STUDENTS AND ALUMNI

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POSITION PAPER

Many business students view general education courses, such as English, Math, Humanities, and Sciences, as courses to get out of the way in their freshmen and sophomore years, before they can begin their business courses in their junior and senior years. The issue is that many business students are not exploring or integrating the general education courses into their understanding of how and why the world works as it does (Stewart, 2010).

At its most basic level, “the purpose of education is to provide a foundation for how to live life” (Houston, 1996, p. 12). John Henry Newman posits that university education is different from instruction for a vocation or a profession. According to Newman, “the purpose of a university education is the achievement of a particular expansion of outlook, turn of mind, habit of thought, and capacity for social and civic interaction” (Turner, 1996, p. XV). Alfred North Whitehead states, “a liberal education imparts knowledge of the masterpieces of thought, of imaginative literature, and of art” (1929, p. 46).

Corporate professionals are seeking graduates with the ability to clearly communicate (both written and verbal), be persuasive, listen, analyze questions and problems, propose solutions, be able to work in teams, be flexible, be able to handle ambiguous situations, and be presentable. (Scott, 2014). “Students need the insights of psychology, sociology, anthropology, and humanities fields such as history, politics, literature, and ethics in order to develop the disciplined perspective they will need as future business persons who can grasp their shifting responsibilities and be prepared to respond quickly to new contexts” (Colby, Ehrlich, Sullivan, Dolle, 2011, p. 48).

“While we cannot teach everything, we can prepare students to learn almost everything.” (Scott, 2014, p. 27). An undergraduate business education should educate students not only for the first job, rather for the whole career (Gordon and Howell, 1959). With the student’s entire career in mind, memorizing terms and facts or training in routine skills is not as helpful as developing problem solving, organizational, and socially constructive skills in our students (Gordon and Howell, 1959).

Business education should provide a foundation of business knowledge and skills within a broad, liberal education. By expanding the knowledge of business to include different values, cultures, and business practices helps develop students as ethical leaders for a global society. Designed correctly, business education can supplement the critical reasoning skills and educational breadth requirements of a liberal education (Stewart, 2010).

Getting an undergraduate degree in business is not about getting a job or making more money. “The purpose of a business education at the undergraduate level is not to train for a specific job but rather to develop students “as ethical, committed, and engaged human beings and citizens” (Colby, Ehrlich, Beaumont, Stephens, 2003, p. 4). It is about making a meaningful life. Recent college graduates say a meaningful, rich, fulfilling life is, “A happy family life. Joyful and nurturing relationships, fulfilling and fairly compensated work. A sense of peace and spiritual well-being. Meaningful commitments to important organizations, causes, or institutions. And of course, a steady supply of fun, pleasure, color and excitement” (Abowitz, 2006, p. 21). Paid work is included as a component of a meaningful, rich, fulfilling life, but clearly, it is not the only component (Abowitz, 2006). The impact of this type of educational experience may not be realized until long after graduation.

The proposed study will survey current business students and business alumni on the perceived relevance of general education to a business degree. The study will analyze whether the perceived relevance is consistent between

the two groups and/or if the relevance changes after a student graduates and/or has gained personal and professional life experiences. Zaichkowsky's 1985 personal involvement inventory (PII) will be used to assess perceived relevance.

Three challenges have been identified. The first challenge is whether students and alumni will be able to discern general education courses from business courses. While the survey will generally describe courses that constitute general education courses, a respondent may only focus on one or two courses that are more memorable. The perception of those memorable courses may skew a respondent's answer based on personal opinions related to the course, delivery method, and/or the professor. A second challenge is related to the number of students coming to college with advanced placement (AP) courses and dual credit courses taken in high school. This may affect a respondent's perception of general education courses taken in college. The final challenge is reaching alumni. The obstacles include finding the correct contact information, getting alumni to take the time to complete the survey, and having a diverse representation of alumni respond to the survey.

Future research could investigate whether certain general education courses are more relevant to specific business majors. For instance, is a geography course perceived as more relevant for a marketing major versus an accounting major? Along that same line of research, a study could analyze whether general education courses are more crucial for the success of business majors versus other professional majors, such as engineering or law. Another future research track could assess the unique impact of liberal arts education on other occupational areas. This research could also be extended to other geographical locations to determine if location (urban versus rural, east coast versus west coast) affects the value perception of a liberal arts education.

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INCORPORATING EXPERIENTIAL LEARNING INTO THE MARKETING PROGRAM – WHAT ATTRACTS STUDENTS TO THIS STYLE OF LEARNING & WAYS TO IMPROVE THEIR OVERALL EXPERIENCE

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POSITION PAPER

Research for this presentation began in Fall 2015 with an initial study that surveyed students in a gateway marketing course and a senior level special projects course for marketing majors. The initial study explored student perceptions and attitudes toward experiential or project based learning using data collected at the end of the term. The initial study compared student perceptions and attitudes between students in the two courses.

New research was collected during Spring 2017 from a senior level social media marketing class that included an intensive hands-on social media marketing project with local student or alumni-based small businesses. This study involved interaction with a small local student or alumni-based company.

The new study explores student perceptions regarding project based learning and whether they have changed during the past year as the marketing department has introduced more classes emphasizing project based learning. This study also looks at unique challenges associated with small local business project based learning.

Project based learning is not a new concept. Many studies have been conducted on the topic of Project Based Learning (PBL), a concept that dates back to the early 1900's. PBL encourages "learning by doing", an idea first supported by John Dewey, a 20th century American educational theorist and philosopher. Dewey challenged educators to embrace hands-on real-world based learning in place of traditional classroom lecture. The concept has since become very popular in the K-12 education community where the National Education Association (NEA) provides links to best practices, a handbook for implementing project based learning and review of research in the field.

Overall, students in both of the studies are receptive to this style of learning and state that classes like these result in more learning and encourage them to expend more effort than they would in a traditional course. Students in the latest study have more experience with components of project based learning. While only a small percentage indicated they had taken a stand alone special projects course, nearly sixty percent stated they had experience with two or more courses in the marketing program that presented outside learning opportunities such as a project integrated into the course. In addition, more than half of these same students had taken an internship as well. When asked if they would consider taking a project based learning course if it was offered in their major, more than ninety percent stated they would. This supports the idea that students have a preference for project based learning courses.

In reviewing the benefits to project based learning, the largest positive factor reported by students was that they would have something tangible that they could show a potential employer upon graduation. Students also strongly agreed this type of course would stimulate more critical thinking and provide them with an opportunity to collaborate with their peers and learn to work in a team based environment.

There are multiple challenges that must be taken into consideration when implementing project based learning into the curriculum. The biggest limiting factor reported by students in registering for a project based learning course was lack of time. Nearly seventy percent of students perceived that project based learning courses require more time than a traditional course and could therefore limit their ability or interest in taking the course. This was followed by concern on how the project based class might compete with other classes. Several unique challenges were identified in working with small local based companies including coordinating communication with the business owner and the team members, additional time needed to research the company and limited budget and other company resources.

Future studies are needed to evaluate how the Business College can improve project based learning. Students in this most recent study provided several suggestions to improve project based learning. Careful evaluation is needed of their comments with implementation of their suggestions where feasible, and then follow up studies to measure if student perceptions and attitudes toward project based learning are improving.

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THE CHALLENGES IN KEEPING MARKETING EDUCATION RELEVANT IN THE DIGITAL AGE

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POSITION PAPER

There has been much written on marketing education and the need to keep it relevant in today's society. In fact, marketing professors are working harder than ever to keep technology relevant (Brocato et al, 2015; Muñoz and Wood, 2015). However, for many years, students have reported being over-prepared in theory and under-prepared in skills (Duffy and Ney, 2015). At the same time, the gap between marketing practice and academia seems to be widening (Stringfellow, Ennis, Brennan and Harker, 2006). However, there has probably been no greater pace of change than recently as we move to the age of digital marketing. In spite of this radical shift in practice, there has been little recent research that has attempted to understand the challenges of teaching a digital marketing curriculum. As noted by Prensky (2001), however, the single biggest problem facing education at the turn of the century was that of Digital Immigrant instructors struggling to keep abreast of changing technology.

A few brave pioneers in the field of marketing have worked to keep their skills fresh and to incorporate these types of skills into the marketing curriculum. Much of the time, courses such as social media and internet marketing are taught by adjunct faculty, offering little control and consistency over the curriculum. Younger professors feel pressure to publish and not keep up in the area.

In this context, the purpose of this research is to determine the issues most pertinent to academics who wish to teach digital marketing, as there has probably been no greater time than now when the traditional marketing curriculum has come under such scrutiny. We hope that this research will provide a clear picture of the challenges facing faculty, including department chairs, attempting to teach and staff digital marketing courses. We also hope to provide some insight as to how to help the profession create courses and curriculum that are meaningful in today's employment environment. The research will identify strengths and weaknesses of the current approach and make suggestions to support faculty in these efforts.

We start from the background that the skills that are getting students great marketing jobs today are not taught in the traditional marketing curriculum. According to Frederiksen (2015), "University marketing departments are behind the curve," with Harrigan and Hulbert (2011, p. 261) quoting a campus recruiter who said, "We are a big fan of employing graduates, but unfortunately we aren't seeing the skills we need in marketing graduates – we're employing a lot of stats and IT graduates to do our marketing roles". We hypothesize that faculty are not getting the support that they need to teach this important material because, per agency theory, goals and incentives are not aligned between the administration and faculty. Faculty have a greater appreciation for the need for this type of education than their management and are often not incentivized or given the time that they need to develop and teach Digital Marketing courses.

A formal electronic survey was sent out to educators via targeted social media groups and to marketing educators on the database of a major digital marketing simulation firm in an exploratory study. We received 114 completed surveys, including qualitative comments. The general questions of the survey focused on teaching and staffing classes in the following areas;

Search Engine Marketing	Marketing technologies
Social media marketing	Demand generation
Internet marketing	Direct Marketing
Email marketing	Mobile marketing
Web site design and conversion.	Digital Analytics
Database Marketing	Promotions or Advertising

Business to Business marketing, incl. demand generation

A brief review of the data indicates some interesting descriptive statistics. The most important topics in teaching digital marketing by these respondents were as follows:

Digital Analytics	Internet Marketing
Social Media Marketing	Branding
Search Engine Marketing	Mobile Marketing

Most of these topics were covered as a component of a course and not as a stand-alone course. The most popular stand-alone courses were Internet Marketing, Social Media and Integrated Marketing Communications.

There was support for our hypothesis that educators are not getting the support needed to teach these classes and that there needs to be an alignment between the administration and the educators for real change to occur. Some of the pertinent statistics are as follows:

- 80 percent believe that these courses take more time to prepare than traditional marketing courses
- 12 percent learned about digital marketing in their PHD program
- 66 percent reported that they learned about digital marketing from their industry experience
- 64 percent believe that there should be extra course time release for teaching digital classes
- 56 percent believe that their department chair is only slightly or not at all familiar with what is being taught in digital classes
- 47 percent believe that their dean is only slightly or not at all familiar with what is being taught in digital classes

In addition, about 50 percent of respondents reported getting moderate to strong support for academic conferences with a digital focus, in spite of the fact that industry experience is the largest source of knowledge about digital marketing.

These respondents were primarily involved in teaching digital marketing. The results might have been different from a broader sample of marketing professionals.

We are just beginning to analyze the data collected and will have more information available for presentation at the Fall MMA Conference.

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CREATING A COURSE WORKBOOK ENHANCES THE IN-CLASS EXPERIENCE

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POSITION PAPER

Like the metaphor of the “frog in the boiling water”, the viability of the traditional class lecture is being attenuated by various trends in the education environment:

- 1) Students, increasingly non-traditional and predominantly working at least part-time, are no longer engaging in “tried and true” learning activities such as buying the book, reading the book, taking effective notes, etc. Instead, they are lured by publishers and instructors to make use of “time-saving” solutions, such as slides posted to LMS systems and various forms of Internet-based “learning solutions” (some legal, some not!). The bottom-line: Not enough time is spent engaging in high value learning activity.
- 2) For their part, publishers are racing to provide more and more content online: PowerPoint decks are now considered necessary but not sufficient for getting a text adopted. Publishers augment the basic text by providing electronic deliverables, such as newsletters, videos, interactive cases and simulation games. Let’s not even consider the significant issue of answers running loose on the internet for free and/or a nominal sum. But rather, consider the passive nature of many of these tools (Why take notes if the PowerPoint slides are there to study from?). Instead, let’s focus on the potential lack of linkage between what learning materials the students are exposed to and what questions/activities appear on the exams....
- 3) Instructors are so busy getting the technology up and running, actual lecture time gets squeezed. We still have the continuing issue of “instructors just reading the slides (“Why come to class?”). Videos are shown, but the linkage to course objectives is often specious.
- 4) Finally, the business school accreditors are crying out for increased proof of progress on such critical concepts as leadership skills, communication skills and critical thinking skills. How does an instructor provide proof of progress in these areas, when all assessment activities are of the knowledge mastery variety?

Instructors should consider developing their own custom version of a course workbook. An extensive amount of research on the use of interactive workbooks to date exists in the K – 12 learning environment. There is an opportunity to apply this learning in the context of higher education. The development of a workbook forces the instructor to identify key learning objectives, to organize their lectures around those objectives, to augment those lectures with various value-added experiential, collaborative and critical thinking activities (to suit various learning styles), to provide rich opportunities for student/instructor interaction and formative assessment, and, finally, to provide summative assessment tools that properly measure not only knowledge mastery, but aptitude for application and mastery of skills.

The workbook provides the platform for turning the classroom from an impersonal, passive learning environment to a learning community where both the instructor and the students mutually engage to achieve aggressive learning objectives. Students and instructors alike have not only a blueprint for how the learning objectives for the course are to be addressed, but they have a mutual understanding of what will constitute mastery of those objectives. Finally, the workbook provides provide an excellent opportunity for formative assessment of student learning, thereby promoting better student performance on summative assessment activities.

The workbook is not a panacea for all of the issues in the modern classroom. It faces the following challenges:

- 1) It takes a lot of time to make up a workbook from scratch. It takes even more time during the semester to collect and provide feedback on formative assessments. Finally, assessment tools that stray from the multiple choice question variety tend to take more time to grade, and open up the instructor to accusations of subjectivity. Why take the time if the administration is more concerned about publishing?

- 2) Aren't publishers already worrying about how to best educate our students? Don't they have more time, talent and other resources to dedicate to pedagogy than the instructor? Isn't it the role of the instructor to wisely choose among their offerings?
- 3) Finally, when are we going to place the proper attention on the role of the student? Who will coach them to place the proper amount of time on their educational tasks? Who will train them in effective note-taking skills? Writing skills? Critical thinking skills?

By implementing a customized workbook, an instructor can make a positive move toward an effective, engaged classroom that emphasized a broad range of skills beyond simple knowledge retention. Research should be conducted to verify the positive impact of course workbooks on achieving learning objectives and improving course evaluations. Finally, publishers should experiment with making these tools available to instructors in a manner that minimizes their time spent in preparing them and grading them.

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USING GOOGLE ADWORDS CERTIFICATION IN A FLIPPED CLASSROOM

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POSITION PAPER

Marketing educators today face growing and evolving challenges, such as shrinking budgets, millennial students, and staying abreast of digital marketing (Attaran, Humphrey & Wetsch, 2016; Crittenden & Crittenden, 2016). Some of the hot topics that help address these challenges include the flipped classroom (Philip, 2015), experiential learning (Wetsch, 2015), and industry certifications (Kumar, 2016; Wetsch, 2015).

For several years the authors have incorporated the Google Online Marketing Challenge (GOMC), perhaps the world's largest collegiate online marketing competition, in their classes. Google gives student teams US\$ 250 to run and fine tune three-week campaigns for clients using AdWords, Google's advertising product (Attaran & Wetsch, 2016). One path for learning and demonstrating AdWords understanding, critical in the GOMC, is through Google's certification exams. The AdWords certification, a globally recognized professional credential, enhances one's marketability. Students benefit from this formal certification and future employers benefit when they hire students who can hit the ground running. Originally the certification test was US\$ 50 (two passed tests required), but in 2013 Google made testing free.

Building on Wetsch (2015), the paper presents select elements from the authors' experiences and challenges helping students obtain AdWords certification via a flipped classroom. The flipped pedagogical approach has students absorb lecture material outside of class by watching videos and reading materials; in-class time is spent engaging in discussions, assignments, and experiential activities (Abeysekera & Dawson, 2015).

In 2013 Google created their Digital Marketing Course (DMC) [google.com/onlinechallenge/dmc], a rich set of resources within the GOMC website, covering contemporary areas such as search, display, apps, video, and shopping ads using AdWords. As an out-of-class flipped learning component, the 11 DMC modules serve as AdWords foundational material; students can then interact with the instructor and classmates during class to experience AdWords applications. The necessary understanding to pass the AdWords certification exams occurs as part of this flipped learning process. Professors can incorporate all or select modules into their course. For instance, retailing might include the *Shopping Advertising* module, advertising could focus on the *Display* module, and Digital Marketing might use all 11 modules.

The flipped approach for AdWords certification requires instructors to prepare for different scenarios when teaching. It may be challenging for students to communicate their issues and for professors to understand and manage technical issues and questions that invariably arise when dealing with AdWords content, especially in large classes. Professors can mitigate this issue by having students send a list of problems/questions that they would like addressed or demonstrated in class.

Third parties assisting in delivering content can be another part of flipped learning (Abeysekera & Dawson, 2015). Course alumni can serve as "mentors" to help provide assistance with technical aspects of AdWords when the professor is unavailable. Students can be encouraged to learn the nature of peer-to-peer community cooperation by interacting with people in Google's Advertiser Community [en.advertisercommunity.com] and other online specialist communities.

If an instructor sets a deadline for attaining the certification, students should know they can retake AdWords certification exams (after a seven day waiting period) until achieving the desired grade. The certification and

supplemental prizing categories in the GOMC are natural enticements to encourage students to take and pass exams. When additional motivation is needed, incorporating the exams (required or extra credit) into overall course grades may further encourage students. In this case, professors may want students' official exam scores. One way to obtain scores is to have students take the exams during class time but this may be difficult for classes shorter than the typical 90-120 minutes per certification exam. Another option is to enroll the institution as a Google Agency and have all students affiliate their Google Partner accounts with that Agency. Once the professor approves the student as a part of the Agency, a complete list of all attempted exams with grades is provided. If there is more than one instructor teaching the course, they can be made Agency Administrators to view the grades.

As one limitation in its current format, AdWords certification exams do not accommodate students with physical or learning disabilities. The most common testing request is extra time, currently unavailable from Google. As such, professors may have to develop an alternative test unaffiliated with Google certification. In one author's experience almost all students took the certification exams despite that some were eligible for accommodations. Future researchers are encouraged to continue exploring pedagogical approaches, such as AdWords Certifications within a flipped learning context, that provide benefits to students and the organizations they will one day serve.

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LIVE CHATROOMS: TRANSFORMING OFFICE HOURS

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POSITION PAPER

The rapid growth of the internet has motivated training institutes and universities to commit resources for developing and administering online-based learning experiences for their students (Lee, 2010). Many higher education institutions across the globe have deployed distant education learning, offering numerous courses and training programs effectively through internet based e-learning platforms (Samarawickrema & Stacey, 2007). While various modes of distance education exist, one such method is to facilitate a live discussion where students and professors can engage in electronic meeting, interacting through synchronous discussions (Vu & Fadde, 2013). Here, we discuss the advantages of using a live chat to facilitate learning/discussion for *office hours*. Based on social constructivism of learning, people learn meaningfully through social interactions among themselves (Fosnot & Perry, 1996). Examples of social constructivism includes individuals' learning through interaction in the public forums, online platforms, web based group discussions etc. Since online live chats on marketing issues can be viewable by other participants of the course, the opportunity of learning increases via multiple interactions.

Live chats are a form of web based real-time communication that facilitates interaction with professors and students via a digital platform (e.g., Adobe Connect). While instructors often predisposed to using learning platforms (e.g., WebCT, D2L, Blackboard) to post announcements and engage with students in a non-synchronous manner, live chats allow for direct and instant interaction between the professor and the students. Many of the current live chat platforms that are used by instructors are suitable for desktop/laptops. However, as "Nextgen" learners populate our classrooms, it is important to find connection opportunities via mobile and tablet to increase the engagement level in the classroom. For example, there are many everyday messaging apps like WhatsApp, Facebook messenger, Hangouts, KakaoTalk, Viber, IMO, Google Duo, etc that suits both computer-based systems and personal devices such as mobile phones and tablets. As such, Professors should consider these remote/virtual options to hold office hours or holding live discussions about certain topics.

Holding office hours via a live chatroom means students can connect with professors remotely without the need to schedule appointments or be present at their office. The option is advantageous for commuter-based schools that often have students who attend classes from a far place. Further, this platform is useful for distance-based education that do not have a physical classroom space. Also, live chats are useful because messages can be shared and saved. With chatrooms, multiple people can ask and have their questions answered, benefiting multiple students simultaneously. The messages within the chat can be also saved which can be posted later for other students to see (reducing the need for the professor to repeat the same concepts repeatedly). In addition to that, the chat can be open (24/7) or restricted to a certain time frame depending on the level of professor's engagement.

Students often seek immediate response from their professors. While email is commonly used by both students and professors, emails do not provide a real-time interaction. This may be appropriate in certain situations where professors need to search for additional information to help the student. While it may not be possible to solve all problems and issues through a chatroom, but being able to attend to the student on an immediate basis instils more confidence in the professor's ability to handle student issues (Huang, 2002).

The chatroom may be designed and administered by the IT department of the university and can be tagged with the course shell in the open bright space. As an alternative, it can also be adopted from an array of free live chat websites widely available nowadays for the personal and institutional uses. Some of the free live chat websites that can be used as a support tool for after class learning and feedback includes chatzy.com, TodaysMeet.com, TitanPad.com and ConveritLive.com. These web based chatrooms are free and secure because only invited people can

participate in the chat communication. The concerned professor and or authorized TA/GAs would be able to respond students' questions in a real-time interaction. Etiquette rules and guidelines for what type of questions and communication will be allowed in the chat room can be well defined in the course outline beforehand. Although, developing and administering live chat communication as an after-class learning tool has its challenges. Monetary resources commitment for development of the system as well as engaging people to respond students' queries in a real-time interaction are essential. Security and privacy of the live chat is another challenge that must be overcome with the guidelines of the university and existing rules of the state in force. Also, there should be enough buy-in from the professor and the students in order for chatrooms to be active and useful for classroom learning.

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CURRICULUM DEVELOPMENT: COMPUTER LANGUAGE IN LIEU OF FOREIGN LANGUAGE

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POSITION PAPER

A Bachelor of Science Integrated Marketing Communications (IMC) program at a public university requires 33 credit hours of core (major) courses. Students seeking this degree must also minor in Business Administration, which requires 24 credits. Additionally, students must complete approximately 48 credits of general education coursework – English, math, science, history, humanities, foreign language and so on.

The IMC program has grown quickly on the university's main campus. It launched in 2011 with about 70 students. At the end of spring semester 2017, more than 1,100 were enrolled. Since its inception, the program has also been offered on two regional campuses, each about 60 miles away and in facilities shared with community colleges. Students enrolled on those campuses attend classes taught via video uplink from the main campus, and are guided by advisors who work in the regional locations. Faculty from the main campus occasionally visit, primarily to help recruit. But while enrollment on the main campus has soared, it has not taken off on either regional campus. Only about a dozen students are enrolled.

Several things have hindered growth. One is the lack of dedicated faculty, which was addressed with the recent hiring of a new instructor to recruit, build connections with students and teach some courses in person. But programmatically, there's been another hitch: Students on the regional campuses can't easily take the required foreign language. It's a complicated situation, but rooted in the contractual inability of the university to offer language courses that compete directly with courses at the community college. It might seem easy to just have IMC students take language at the community college, but then there's the issue of dual enrollment: a student can't take classes at the university and at another institution during the same term. And the language requirement can't just be waived altogether for the regional students because then it would be a different curriculum between the main campus and regional campuses, which is prohibited.

While there were initial discussions about removing the foreign language requirement for all students, there were philosophical concerns (e.g., foreign language makes a more well rounded education), concerns about removing rigor, and the practical issue of reducing the credits required for a degree: What would take the place of language?

Conversations with industry professionals, alums and others led to the conclusion that while foreign language is important, unless a student is fluent, it's not a big differentiator in the job market. What is becoming more and more useful though is computer language. Students who have application skills, know how to build databases and can do basic coding and programming have an advantage in the marketing profession. In many respects, computer language is the ultimate global language.

The IMC faculty worked with the computer science department to select three existing courses that could be substituted in lieu of foreign language. These courses would be available to regional students, thus solving that problem, but also available to students on the main campus. Because some students still prefer foreign language – and because of the internal battle that might ensue if foreign language were completely removed from the program – the computer science sequence is optional. All students now take one track or the other.

This change was implemented in Fall 2016. It was unknown how many students beyond the regional campuses might select the new option. The past academic year shows that juniors and seniors on the main campus are not switching, but approximately half of the incoming students are. Interest is enough that the computer science department is now challenged to meet demand. Seats fill quickly, and that department is now forced to expand the

sections offered. A new programming course is also being developed that will be even more suitable for IMC students. This change has also created advising challenges as faculty advisors must now be familiar with both tracks, and help students who may have already started with one weigh the options of switching to the other.

Feedback from students has been positive – they enjoy having choices. Millennials crave customization, and this change has prompted discussions about other curriculum changes that could make the IMC program an even more personalized experience. That thinking previously led to optional 9-credit specializations in public relations, magazines, sales, design and sports promotion. Others being considered are data analysis, political communications and fashion promotion. But thinking even bigger, what if another minor could be substituted for the required business minor? Or if there were fewer required courses, allowing the degree to be even further personalized with optional tracks and sequences? On the downside, at what point does such an approach become too difficult to support, too complicated to advise, or too concerning to accreditors? These things all deserve further research and investigation.

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EVALUATION OF A CONCEPT MAP TEACHING TOOL IN AN E-COMMERCE/E-MARKETING CLASS

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POSITION PAPER

It is a challenge to teach a class where the course content is in a constant state of change due to changing consumer behavior and technology. BSAD 3240 e-Commerce/e-Marketing in Today's World deals with the current state of marketing in the digital world and how to be a successful e-marketer.

A concept map is a proven tool to organize complicated and interrelated subject matter (Nesbit & Adesope, 2006). The concept map is extensively used in medical education (Torre, et al., 2013). The concept map teaching tool was used in the fall of 2016 class to illustrate e-Commerce and e-Marketing concepts.

Course learning outcomes are that the student will understand the key concepts of the major areas of focus in e-Commerce/e-Marketing and apply the concepts for each area of focus to a project. The key areas of focus are:

- Website design
- Website marketing
- Content marketing
- SEM/SEO (search engine marketing/search engine optimization)
- Social media
- Mobile
- Integrating all these tools together to increase the effectiveness of the marketing effort. All deliverables work together to position and promote the brand and achieve the objectives.
- Deliverables, Analytics & ROI

One of the difficult issues in teaching a course with multiple areas of focus is that the areas overlap, are interrelated and need to be integrated together to present a consistent message to the target customer. In addition, the "state of the art" in each focus area is evolving due to changing technology and changing consumer behavior. For example, Google will update its search algorithm. The successful e-Marketer adjusts the website design, content, search engine strategy and social media to adapt to Google's change. Google's change also affects how the consumer interacts with the e-Marketer's website, content and social media. To effectively deal with the change, overlap, interrelationship and integration the students need to be able to relate the focus areas to each other and critically evaluate how change affects their e-Marketing/e-Commerce strategies.

To facilitate the learning ConceptDraw software was utilized (ConceptDraw, 2017). The concept map teaching tool was used to:

- Improve student understanding of key concept areas
- Show interrelationships between concept areas
- Increase student confidence in applying the concepts
- Organize complicated subject matter to demonstrate interrelationships and keep subject matter organized

Each week a specific focus area of the concept map was developed during class with students providing input to the content and identifying interrelationships. The professor compiled the student's work and subject matter for each focus area into a master concept map that was distributed to the students.

The application of the concept map teaching tool resulted in an improvement in student understanding of the key concept areas as measured by positive feedback from student evaluations and specific focus groups. Students perceived that the concept map teaching tool improved their ability to organize complicated and interrelated

subject matter. Students repeatedly stated that the visual aspect of the teaching tool had a positive effect on their learning.

Overall, the concept map teaching tool generated positive feedback from students. It also help to create a more organized and positive learning environment for complicated and interrelated subject matter.

Future research on the concept map teaching tool would be to apply it to other marketing courses where the subject matter is complex and interrelated such as promotions management. Another area of future study would be to evaluate whether the concept map teaching tool could be applied in specific situations to measure specific student learning outcomes.

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INDIVIDUAL PROFESSIONALISM AS A GRADED COURSE COMPONENT: TIPS AND SUGGESTIONS

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POSITION PAPER

As expectations grow for students to gain “real world” experiences during their college careers, faculty members must be creative to integrate transformational activities into their curriculum. In this paper, we advocate for teaching professionalism as a skill and encouraging its use as displayed through attitudes, behaviors, and communications throughout the semester.

In the past, many instructors have awarded points for attendance. Then, as pedagogy emphasized increasing engagement, many instructors transitioned from “attendance points” to “participation points”. We advocate that attendance is a bare-minimum expectation and participation should be made through valuable contributions that can vary in nature; thus, our proposed emphasis is on boosting professionalism throughout all aspects of a course. To encourage students to be thoughtful about their actions, communication, and classroom habits, we propose implementing “Professionalism” as a graded course component accounting for somewhere between five and ten percent of students’ final course grade.

Meriam-Webster (2017) defines professionalism as “conduct, aims, or qualities that characterize or mark a profession or a professional person.” Specific to the college classroom, Wilson and colleagues (2013) define professionalism as:

1. exercising specialist knowledge and skills with judgment;
2. identifying as a member of a community based on shared practices and values, where the norms of acceptable practice and values are determined within the community rather than imposed from without; and
3. having a sense of responsibility and service, based on a belief that what you and your professional community does is of genuine value (p. 1224).

As evidenced by both definitions, a key part of incorporating “professionalism” is to clearly define it with examples of desirable practices, values, responsibilities, and norms for students to cultivate while engaged in this learning environment. Additionally, we encourage dialogue that parallels professionalism in the classroom with professionalism in the workplace, as marketing and business-school students will be held to a similar set of expectations beginning their careers.

As a starting point for this discussion, we have created a slide deck on professionalism to use when introducing this component of the course, with examples of professionalism in classroom behavior [Authors note: These will be shown and available at the conference.]. Professionalism includes attendance and participation, but it goes even further to add value. For example, during oral discussions, if one student wants to build on another’s comment, that student should be referred to by name. Also, everyone should be in class, prepared and ready to work, with the appropriate materials out, on time—treating class time as an important business meeting. In emails, other indicators of professionalism exist. Some schools even mandate attire.

Once expectations for professionalism are set (through open dialogue between students and instructors) to define the culture of the current learning environment, grading expectations are provided. For some students, this will be a natural way to earn easy points that provide a buffer to their grade. But, for others, this will be an excellent learning opportunity as they cultivate professionalism and continually develop how they interact with the class.

To allow students to learn and develop these skills, we suggest providing feedback through the learning management system (LMS) (e.g., Blackboard). Because we have no reason to expect otherwise, we begin their professionalism points at a 100% at the start of the semester. This is encouraging to students and something they want to maintain. Then, as undesirable behaviors are seen, feedback is provided in the comments (that it was noticed and/or providing

a recommendation for improvement). In most cases, students get one comment suggesting how an action could have been more professional before they lose points. Repeat offenses will lose points, with a note in the LMS reflecting why points were retracted.

We recommend updating professionalism scores and feedback weekly so students learn and improve their professionalism. At times, students may be able to regain points. Utilizing the LMS in this way gives faculty a way to commend good behaviors and also acknowledge areas for improvement without spending class time on this. Additionally, for faculty uncomfortable calling students out for things like texting in class, comments in the LMS provide a way to politely say “I saw that. I didn’t call you out on it, but realize it is not professional and please don’t do it again.” This can be compared to how futures managers may not discipline employees for texting during a meeting, but also may not give priority for promotions to those who do so.

Formally adding professionalism into the classroom is readily absorbed as part of the classroom’s culture. An additional motivational factor occurs when instructors include professionalism scores/comments in recommendation letters. Students see the connection to the real world with these skills, and they typically want to impress their instructors. Our experiences incorporating professionalism into course grades have been incredibly positive. Of course, incorporating professionalism in the way we suggest here is difficult in large class sizes, and we acknowledge this; the authors’ average class size is 28. However, if class size is manageable for individual consultation of professionalism, this component can be implemented into traditional, face-to-face, hybrid, blended, and online learning environments. Whatever the context, the focus should be on consistent encouragement, enforcement, and reporting of measures and progress.

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MAKING QUANTITATIVE ANALYSIS COUNT IN PRINCIPLES OF MARKETING

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POSITION PAPER

Graduating students in all areas of business are expected to demonstrate competency in quantitative analysis skills and a working knowledge of the software used for business decision-making. This is particularly the case in marketing where analytics is more than a buzzword. It is an integral part of business operations that is utilized in operations, finance, accounting and also falls under the marketing domain. Therefore students need to gain proficiency in quantitative skills to be ready for a career beyond graduation.

Students entering the Principles of Marketing course often assume that marketing is essentially advertising and professional selling. They view the discipline as creative and qualitative focusing on communication and persuasion skills. Therefore students are surprised to learn that the analytical components of marketing are valuable and essential. Highlighting to students that they need to gain competency in quantitative skills is a first step for professional setting preparation.

Beyond a lack of appreciation, business students may also lack the competency needed for business decision-making. The assumption that students graduate from high school with a mastery of Microsoft's excel, for example is proven false when students seem ill equipped to manage basic functions. One of the challenges mentioned by students is the lack of using excel in a business context and not on a regular basis in various courses. Therefore the second step is to address enhancing quantitative skills in manageable exercises throughout a course taken by all business-related majors, such as Principles of Marketing.

Introducing several, short excel exercises in the Principles of Marketing course that demonstrate how quantitative skills are used in business decision-making will help highlight the need for this kind of training. The "Analytics Set" approach will include specific measures such as return on investment, profit maximization, dynamic pricing and budget allocation. Class time will be used to show examples of how to execute various functions in excel that students can use to then complete exercises on their own that are submitted for grading. Each exercise will carry the weight equivalent to an in-class quiz so the time commitment is not burdensome, however the investment is worth the points earned in the class.

Grading is fairly straightforward in that student either demonstrated competency or they did not. Having students submit their work as excel spreadsheets will help the instructor see where students may have some confusion regarding the particular measure assigned.

One of the challenges associated with this approach is student cheating. It is possible that students can simply open a spreadsheet file completed by a classmate and then save as their own name. This can be addressed using the properties function in excel to determine the original author.

Another challenge is the class time needed to address how to perform various functions in excel. This could possibly be overcome with professor webcasts that students must view on their own and then make application in class.

The research component of the Analytics Set approach will be assessing student awareness of the quantitative skills necessary in marketing with a pre and post-test survey. The same can be used for determining whether the Analytics Set approach made a notable change in the ability of students to approach business decision-making using quantitative skills.

The Analytics Set approach will be implemented in a large lecture (250+ students), medium size classes (70 students) as well as smaller sections (30 students). The variety of class size will help to see if simply demonstrating how to perform certain functions is needed for students to grasp the concepts or whether more individual attention is required for student mastery of the material.

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EXAMINING ENGAGEMENT AND SELF-PACING FROM THE USE OF THE FLIPPED CLASSROOM APPROACH ACROSS DISCIPLINES AT A UNIVERSITY IN THE UNITED STATES

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POSITION PAPER

Over the past decade, university teaching has experienced some movement from a teacher-centered environment to a student-centered environment. In the student-centered environment, the traditional classroom method is replaced with active learning, involving activities such as group discussions and problem solving (Zappe, et al, 2009; Lage & Platt, 2000; Demetry, 2010). The “flipped or inverted classroom” addresses this shift (Baker, 2000; Lage & Platt, 2000). The flipped classroom is where any text material is read before class or pre-recorded lectures are viewed prior to class. Classroom time is then reserved for student engagement conducted via exercises, activities, discussions, etc. It allows interaction between the students and the teacher that is much broader and deeper than the traditional classroom environment. This active learning is thought to deepen learning. As an added bonus, these classroom activities can be team-based as well, giving the better-performing students the opportunity to share their knowledge and learning abilities with other students in the team. The flipped classroom follows a general philosophy, but no standardized approach has been established (Kim, et. al., 2014).

To date, there has been little exploration of the flipped classroom, among students, across disciplines at the university level. While published research has focused on individual disciplines (IT and medicine, as examples), examining this pedagogical approach at one institution, among students, across many disciplines could yield interesting comparisons. The over-riding question is if the flipped classroom has the same impact on students regardless of discipline. The areas we want to explore are student engagement and self-pacing. Does self-reported learning increase with higher levels of student engagement and self-pacing?

The lecture-based class has long been the standard at the university level. Barr and Tagg (1995) questioned the value of the lecture-based approach to learning and challenged university instruction to create environments and experience so students make discoveries and solve problems on their own. One major benefit of the flipped classroom is the ability of students to learn the material at their own pace (Davies, Dean & Ball, 2013). Some students may want to work ahead of the class schedule while others need more time to understand the current material (Goodwin & Miller, 2013). Related to self-pacing in the flipped classroom is student engagement, a major goal of the flipped classroom. While engaging students has long been a concern in teaching, the flipped classroom has been found to be more engaging to students than the traditional lecture-based format (Bergman & Sams, 2012). A preliminary study was carried out in two marketing classes at Robert Morris University, showing positive results for engagement and self-pacing. This study became the genesis for the university project involving multiple authors from the schools of Robert Morris University.

Various measures have been developed to track student engagement or learning but these were developed with the traditional lecture format in mind. For this research, we have consulted the recent literature on the subject and have developed new measures, applicable to a flipped environment. During the latter half of the Spring 2017 semester, the authors deployed the questions to their classes in order to validate the measures. The data will be analyzed during the summer of 2017. Any needed revisions will be made early in the Fall 2017 semester. Assuming there are no major obstacles, the surveys will be administered to the Fall and Spring 2017/2018 flipped classes. Analysis will occur during the summer of 2018, yielding an assessment of the similarities or differences in student engagement and self-pacing. It is also possible, due to the question types, that other insights can be gleaned from the data.

Based on how the body of work is trending, we expect to show the flipped classroom as having broad application across a university and should be seriously considered as the main pedagogical approach. As a secondary effort, the results may advance the idea to gage both flipped and non-flipped classes across the university, measuring the degree of differences with the two approaches.

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ASSESSING UNDERGRADUATE MARKETING CAPSTONE COURSES: A CONTENT ANALYSIS

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POSITION PAPER

Marketing capstone courses for undergraduate university marketing programs have long been a focus of prior research. For example, research by Crittenden and Crittenden (2006) conducted a comprehensive review of undergraduate marketing capstone courses using content analysis to understand learning objectives, topical coverage, and pedagogical methods. Similarly researchers have used content analysis to assess various undergraduate programs including social media (Brocato et al. 2015), marketing ethics (Ferrell and Keig 2013), and student learning assessment in the marketing program (Choi et al. 2010). Over the last ten years there have been two major changes to the specific learning experiences specified by AACSB International which may have affected course design. The purpose of our research is to conduct another comprehensive review of marketing capstone courses to see how these changes may have affected the senior capstone marketing courses.

340 Schools in the United States that are AACSB accredited were contacted by email to request their syllabus for the marketing capstone course to be included in our research study. Over 120 schools responded. Of these 115 syllabi were provided for content analysis and inclusion in our research study.

Our results suggest several changes to course syllabi have been made that fit with the new AACSB learning outcomes. We have also found that courses have several differences from the original study by Crittenden and Crittenden 2006. Current syllabus design for undergraduate capstone courses incorporate more engaged learning opportunities as suggested by the new criterion. For example, several courses use live cases, real-world clients, and guest speakers. Use of technology has greatly increased in the marketing capstone courses. The use of simulations has grown, social media marketing, and the use of Learning Management Systems (LMS) which helps to facilitate the course collaboration and group work, as well as articles and case content distribution. Additionally, we found a lot more variance in the textbooks used in the course. Lastly, marketing plans continue to be the main group project, and the focus on teamwork has remained consistent with past studies.

Future research may wish to report what student's experiences are in the course and what they think before and after the course about their capstone experience. Surveys could also be conducted to see the reasons professors had for formulating their course design, goals and objectives in order to assess how much the new AACSB requirements have affected their course design and pedagogy.

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Increasing Engagement in an Introductory Marketing Course through Course-related Goal-Setting Activities

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POSITION PAPER

The purpose of this study is to determine if teaching students how to set and pursue goals related to a specific course will increase their level of engagement with an introductory marketing course and whether this effect will be stronger among students who work a significant number of hours per week than among students who work few hours per week.

Often times, introductory courses are required courses. In many cases, students do not fully engage with the course material because the required course may not be "in their major" or it is seen as a course they just need to "get through" in order to move forward. The problem that occurs is that these introductory courses provide the foundation of knowledge that is essential for strong performance in upper level courses. This is particularly true in the schools of business that employ consultative learning projects (in which students work with real businesses in upper division courses), planning projects (such as development of marketing or business plans), case studies, or broad simulations.

The responsibility for achievement of learning outcomes rests as much with the student as it does with the instructor. In order to produce maximal levels of learning value, the student must fully engage in the learning process and activities. Unfortunately, many factors can undermine academic engagement. One troublesome factor is the increasing number of undergraduate students who are working a significant number of hours. In 2000, 10% of undergraduate students were employed full-time (i.e., 35 or more hours per week) and 47% were employed part-time (Orszag, Orszag, and Whitmore, 2001). By 2011, the percentage of students who worked full-time or part-time increased to 20% and 52%, respectively (Davis, 2012). The increasing work demands that college students face may negatively influence academic engagement and achievement (Pascarella and Terenzine, 1991). Moreover, problems of low engagement may be more prevalent in introductory, or gateway, courses that are taken by nonmajors than in major courses (Taylor et al., 2011), such as Introduction to Marketing Management which is required of all business students, regardless of their majors. Given the increasing threat to student engagement overall, and specifically to introductory/gateway courses, it is imperative that strategies be devised to increase student engagement.

Goals are a powerful facilitator of success and achievement. Goals, or desired end states, guide the allocation of resources and can aid the development of efficient strategies to approach the desired end (Locke and Latham, 2002). In an educational context, goals can produce a more positive attitude toward learning and increase the extent to which the learner engages in self-directed learning activity (Young, 2005).

To facilitate student engagement in an introductory marketing course, this research evaluated the efficacy of a series of goal-writing / tracking tasks that teach students to formulate primary and supporting goals and take steps toward achieving them. Data was collected from undergraduate students enrolled in an online Introduction to Marketing Management Course at a university in the Midwestern United States in the spring of 2017. Initial findings suggest that the activities were successful in increasing engagement. For example, 43% of study respondents indicated that the goal-setting / goal-pursuit activities helped them to engage more or better with the course material. Increases were also reported for learning-supportive activities such as notetaking, reading class announcements, reading prior to attempting assignments, and asking the instructor for help with learning course concepts. Future research should evaluate effectiveness of the activities in different courses.

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AN OVERVIEW OF RECENT LEGAL DEVELOPMENTS IMPACTING MARKETING PRACTICE

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POSITION PAPER

Many courses in marketing include assignments where students engage in debates about ethical behavior but do not necessarily reach the level of discussing recent legal decisions that impact the field of marketing. With time pressure abundant, marketing faculty do not have adequate time, inside or outside the classroom, to stay up-to-date on the most relevant, current legal decisions (or dilemmas) that can guide marketing best practices. Given that Marketing Law is not a course commonly required to complete degrees in marketing, students and faculty in marketing need to find ways to stay informed of the latest advances in this area – and it is advisable that faculty incorporate some discussions of marketing law in most, if not all, courses.

It seems that nearly every week a new lead story emerges in the business press about allegedly illegal or unethical marketing behavior. The authors will discuss several recent legal scenarios that have arisen, and how we can better prepare our students to avoid the pitfalls some very popular companies have encountered due to marketing practices deemed questionable or deceptive and illegal. In the past year, aggressive sales practices by Wells Fargo, a leading bank, lead to an investigation and subsequent settlement with the Consumer Financial Protection Bureau. What can we learn from Wells Fargo's cross-selling efforts that resulted in a \$100 million fine by the Consumer Financial Protection Bureau? While cross-selling is a common practice in banking, financial services and many other industries, where did things go wrong and how did a lack of internal oversight result in such a high fine and so much bad press? An international soft drink company, PepsiCo, was sued by a consumer advocacy group claiming one of its brands misled consumers about ingredients and health benefits. Did PepsiCo's Naked Juice brand mislead consumers into believing its beverages are healthier than they really are? What makes this a frivolous allegation versus a case with merit? Can phrases such as "no sugar added" be misleading to consumers when the ingredients already naturally contain high sugar content? Bose, the popular consumer electronics firm well-known for its noise cancelling headphones, speakers and other products is alleged to have violated the WireTap Act through its data collection practice of tracking customers listening habits and providing that info to outside parties without knowledge or permission from users. How many marketers know the WireTap act can be violated by consumer data collection policies and practices? The authors will discuss the Act and how and why marketers need to be familiar with it as new and innovation digital data collection practices are ever emerging. And, the list goes on and on. What can we learn from these, and other, current examples to both prevent legal liability and avoid even the appearance of impropriety or unethical behavior in today's market where the value of a strong and honest brand reputation is always top of mind?

This position paper and presentation attempts to provide a solution to the issue that marketers are facing more frequently than ever: the intersection of law & marketing is not new, but these two fields are not doing a good enough job of staying informed about each other. The authors will update the audience on several very important and timely examples (mentioned above) of situations where legal decisions are guiding marketing practices across a variety of functions (advertising, research, sales, etc.). The authors will also provide their perspectives as law faculty who work closely with marketing colleagues and students in the Department and Management & Marketing at their institution. The goal of this session is to engage in a conversation that results in each audience member gaining an insight, example or idea for at least a brief law-marketing discussion in a future marketing course.

Class time is short, yet there is no shortage of material to cover. Therefore, the challenge of adding marketing law sections to already established marketing curriculum is unlikely. The authors suggest a different approach. What if conversations about marketing law are embedded into lessons already being taught, when and where applicable, as a method of explaining why a best practice is actually best versus how doing it another way could be a liability? The authors believe the examples described in this presentation will illustrate how naturally these conversations can occur in the context of already established courses, and how students and faculty will benefit from them. The authors also

hope to receive feedback from marketing educators about what challenges they face, and how the field of marketing law can be a collaborative partner and resource to best serving and satisfying customers.

Marketing faculty have an opportunity to guide students into becoming ethical leaders, and a good starting point for this happening is to occasionally discuss the legal (and ethical) implications of marketing tactics and behaviors. In this presentation, the authors will provide background and context for structuring those conversations in marketing classes. The authors believe this type of position paper and discussion has the potential to emerge into an ongoing research stream, with interesting marketing and consumer-facing topics and challenges such as deceptive trade practices, privacy rules, alternative dispute resolution policies with customers, and consumer protections laws being issues ripe for future research.

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THE CHALLENGING JOURNEY FROM INDUSTRY TO ACADEMIA

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POSITION PAPER

The transition from the role of business leader to that of business school faculty is fraught with unanticipated challenges and roadblocks. While business professionals have a wealth of knowledge and a tool belt filled with skills, without the proper training, preparation and expectations, many of these individuals will not effectively transfer to academia.

While motivation for this presentation originates from the author's personal experience, feedback from others in tenure-track roles following business careers spanning more than a decade and a discussion with an administrator who frequently works with these types of faculty inform the presentation. The discussion should prove enlightening for those in the midst of similar transitions, as well as senior faculty and department chairpersons who may not inherently understand the challenges faced by these individuals but want to see them succeed.

Having successfully navigated business careers, often at the highest level of organizations, those pursuing encore careers in higher education are frequently unable to anticipate the anxiety, complete loss of confidence and sheer frustration that arise in the first few years of full-time faculty work. Developing syllabi, creating lectures, preparing exams, assessing student work, learning academic jargon and addressing student academic integrity issues, not to mention making time for obligations such as service and scholarship, all prove challenging. Those who have spent a lifetime in business believe they know it all. Yet, in an instant they enter a seemingly alternate universe where they know little and understand even less.

Challenges faced by those transitioning from industry to academia represent a problem still in need of a solution. While the easy answer may be that individuals making the transition must be accountable and ensure that they are effectively prepared for the new role, this is a simplistic view. After all, these individuals believe they are adequately prepared for the change. They are accomplished executives and some have successfully served as adjunct instructors. Even so, upon transitioning to a full-time position it quickly becomes apparent that teaching one class a semester in no way represents adequate preparation.

Two broad recommendations for consideration include:

- (1) In developing new faculty orientation programs, institutions must recognize the distinction between faculty who are new to the institution and those who are new to teaching in general. Special training that accommodates and accounts for the differences is important.
- (2) Higher education in general should attempt to set appropriate expectations for new faculty transitioning from industry. Industry executives often believe that teaching positions will be "easier" and less time-consuming than their experiences in industry. This is a myth. Finding ways to effectively communicate with and set realistic expectations for those considering the transition is important.

Some may challenge the assumption that higher education should assume any amount of responsibility for helping individuals make this transition by arguing that those who initiate the transition should take personal responsibility for challenges they will face. Yet, much like institutions of higher learning typically share in the responsibility of preparing students for the workforce, the same should be true for new faculty.

Suggested areas of future research include: (a) Understanding best practices among institutions and individuals who have achieved the highest success rates in industry to academy transitions; (b) Uncovering the most significant challenges faced by transitioning professionals and ways in which those might be overcome; and (c)

Identifying the specific skill sets and/or personality traits of the subset of these individuals who most successfully navigate the transition. Results from such research would better position institutions in developing training programs that meet the unique needs of professionals transitioning from industry to academia.

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A CASE FOR USING EYE TRACKING, FACIAL RECOGNITION AND GALVANIC SKIN RESPONSE DATA TO EVALUATE DELIVERY MODE INFLUENCES IN ONLINE LEARNING

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POSITION PAPER

When designing a fully online marketing class, instructors must decide what delivery mode will most effectively keep students engaged and help students achieve learning objectives. Delivery mode refers to the technological platform used to deliver content or support interactions between students and between students and the instructor. In some instances, instructors work solely within single delivery mode, perhaps their institution's primary learning management system (LMS), such as Blackboard or Moodle. In other cases, instructors may integrate multiple delivery modes, such as using an LMS along with social media and other technology platforms.

A critical decision in designing fully online classes is to identify which delivery mode or combination of modes best support the specified tasks an instructor asks students to complete. For example, when an instructor asks students to view videos, participate in discussions, post videos, or submit writing assignments, the instructor must also select the delivery mode by which the students will complete these tasks. Thus, instructors in fully online classes also face a delivery mode-task fit decision along with basic content and assignment design decisions.

Decades of research provide direction on how to best support various learning tasks in face-to-face classes, and there is a growing body of research seeking to explain best practices in online classes. However, the research methods used in online learning contexts tend to be very similar to those used to evaluate face-to-face learning contexts. For instance, most research uses performance results on exams or assignments and self-reported perceptions collected via survey methods to assess various online class design decisions. While useful, these research methods only capture students' conscious responses. Research in other contexts increasingly shows that incorporating subconscious response measures is valuable to design decisions.

We posit that incorporating biometric measures of student responses to design decisions in an education context can further enhance our understanding of online class design practices. While such measures can be useful across design practices, here, we focus on their potential in assessing delivery mode-task fit design decisions (Vessey & Galletta 1991). Specifically, we are in the process of using eye tracking, facial recognition, and galvanic skin response (GSR) research methods to evaluate if social media is a more effective delivery mode than standard LMS delivery modes for specific tasks.

Using biometric research methods allows us to capture three subconscious responses: attention, emotions, and arousal. We utilize remote eye-trackers to capture gaze patterns and fixations as indicators of visual engagement, cognitive load, and attention. High definition cameras and specific algorithms capture the movements of facial muscles to assess facial expressions as indicators of emotions. Lastly, GSR sensors measure sympathetic nervous system responses as an indicator of general arousal.

The successful application of these biometric research methods in other disciplines and contexts suggests that they will also be beneficial in pedagogical research. For instance, just as they aid in analyzing customer emotions while comparing websites (Quintanar, Trujillo, & Watson, 2016.), they can provide emotional data on students while comparing alternative delivery modes in an online class. Additionally, research in other contexts shows that combining GSR measures of human arousal with eye-tracking and facial expression data provides measures of effort, engagement, excitement, and anxiety level (LaBarberamand & Tucciarone, 1995; Hu et al., 2016). Since all these

measures capture subconscious responses, they can provide valuable new insights into how students respond to various online class design options.

Our ongoing research combines these biometric measures with survey data to provide a more complete understanding of when and why social media platforms are most appropriate to use in a fully online class. We theorize that the optimal delivery mode for a task is one that achieves the best fit between student perceptions of the task's purpose and student perceptions of the delivery mode's purpose. For example, if one assigns a discussion assignment to achieve student-to-student interaction as a means of facilitating learning, then we hypothesize that a social media delivery mode will create greater intention to participate and greater recall than using a traditional LMS discussion board. In contrast, if one assigns a video to be watched in preparation for an test, then posting the video in a traditional LMS setting will lead to greater attention to the video and recall than if the video is posted on a social platform. Using biometric methods allows us to capture students' subconscious responses to different mode-task combinations and compare these responses to conscious survey-based responses, thus potentially adding new insights to this area of pedagogical research.

While promising, this type of research does involve a number of challenges. Biometric research is highly dependent on the quality of the technology and the quality of experimental protocol. It is also most valuable when it combines multiple biometric measures. As such, this research methodology can be time-consuming and costly. However, we believe it can potentially advance pedagogical research and have a positive impact in fully online class design practices.

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THE CHALLENGES OF USING FLIPPED CLASSROOM TEACHING METHODOLOGY: AN ASSESSMENT OF STUDENTS' EXPERIENCE AND EDUCATION IN A PRINCIPLES CLASS AND A CORE BUSINESS CLASS

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POSITION PAPER

Most educators know that there are three types of learning styles: Inquiry-based learning, problem-based learning, and project-based learning (Educational Technology and Mobile Learning). With the age of technology practically in our midst today, students are going more mobile and the old tradition of homework at home and classwork in class is slowly going away. The new methodology that has arrived is the Flipped Classroom.

Using the Bloom's taxonomy (2001), this new methodology will mean that students will do the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focus on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom." According to Lakmal & Dawson (2014) "[f]lipped classroom is an instructional methodology and a type of blended learning that delivers instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom model, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor. "According to Educause (2012), it is a "pedagogical model in which the typical lecture and homework elements of a course are reversed." Basically this is how it works: lectures are taped and put online in a video format, which are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. According to Brame (2013), "... 'flipping the classroom' means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates."

This past Fall and Spring, I used the flipped classroom teaching methodology for two classes. In the Fall I used it for a core business class, Sales Fundamentals, and in the Spring, I used it for a principles class, Principles of Marketing. I extensively used Camtasia as the tool to record all the PowerPoints for each of the classes. I would then post those PowerPoints on Screencast.com and put a link to it on my Blackboard site. Students then access the file, watch the PowerPoint, and take notes. They would then come to class and I summarize the chapter in the 50 minutes I have. I also use class time to do more problems such as, Sales practice interviews, group sales, ethics discussion, global marketing case studies, etc.

However, when I received my evaluations for both the Fall and Spring semester, I was surprised to see comments from students who did not like the Flipped Classroom methodology. They preferred that I actually taught the whole chapter in class. Although, there were only few of those comments compared to the size of the class, it was important to me to look into the negative aspects of using the Flipped Classroom methodology. Here are two comments: *I do not like the flipped classroom style of learning, I do not feel as though it is effective, and I don't feel like it allows for me to get the most out of the class; Do more teaching in class and not expect students to teach themselves outside.* This comments have made me reconsider the use of the Flipped Classroom methodology in future classes.

The challenges of this methodology are several: first, the methodology almost solely rests on student responsibility to be disciplines in watching the videos before they come to class. Unfortunately, some students do not do that and frankly there is no way of knowing it. Also, there is no way of knowing if students completely understood

the material after watching the videos. Second, according to Mike Acedo in his article 10 pros and cons of a Flipped Classroom, flipped classrooms “do not teach to the test.” Students have not done very well on my tests and this could be because of the challenges of teaching the material for learning versus teaching to the test. Third, watching lectures on a computer screen may not be the best pedagogical learning experience for certain students. Some students just don’t learn by watching lectures on a screen; they learn more by listening to a lecture in class. Fourth, there is a lot of work for the faculty on the front end. In my case, I faced this particular change last year as I prepared all the videos. This semester my challenge was more supplementing my online lectures with in-class activities that were integrated; this will tremendously help the learning process. Fifthly, students who believe that real teaching is not taking place will begin to doubt the value benefit of their tuition dollars spent. This could consequently lead to students skipping classes because they know the material. I don’t believe I had this issues with my classes this past year. My attendance rate was close to 95%. Finally, there is the issue of technology. Will it work when the students want it to work? I did not receive any comments on the online videos through Screencast not working.

While there are many advantages to the flipped classroom methodology such as, new technology, giving students freedom to learn at their own pace (sometimes watching it more than once), and using class time for more application based activities, faculty must also consider if this is not becoming a “dissatisfier” to our consumer-centric student population.

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I AM WHAT I MEASURE: “LIFELOGGING” TO REFLECT ON THE CHALLENGES OF CONSUMER BEHAVIOR IN A MBA MARKETING SEMINAR ASSIGNMENT

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POSITION PAPER

After the financial crisis of 2008, educators opined soul-searching moments of the role played by MBA education in precipitating the managerial mindset of disregarding everything else in favor of profits. In the words of Dean Yash Gupta of the Johns Hopkins Carey Business School (as quoted in Epstein, 2010), “*What has happened in the last 18 months has shown that you cannot manage a complex system by dividing it into smaller pieces and optimizing those pieces without considering the whole...Customers, employees, the general public are important.*” Indeed, several leading business schools promised overhaul of their MBA curricula towards the holistic stakeholder view rather than stockholder view alone. Managers are often expected to make business decisions that influence consumer purchase decisions. To also consider consumer viewpoint therefore requires a broader perspective which includes deeper understanding of their life worlds. To integrate this aspect of marketing is challenging in a 1 year MBA like the one in my university which has only one marketing seminar in the degree program. To add to this challenge is the diversity of the MBA cohort as students come from various backgrounds and most do not have the pre-requisite foundational marketing knowledge. The challenge therefore, was to create a meaningful assignment that allow students to reflect on consumer behavior issues within the marketing paradigm. The intent of the learning outcome of this assignment was for students to develop empathy towards other stakeholders such as customers when making decisions that affect their well-being.

Based on the recommended experiential learning goals of Kolb (1984), the assignment was developed keeping in mind two important managerial skills in today’s technology driven business world. The learning objectives are as follows: (1) to reflect on one’s own behavior challenges to better understand consumer behavior marketing knowledge. At the end of the day, managers are also consumers and what can be more experiential than one’s own self as a site for learning about behaviors? In recent times, quantifying managerial performance behavioral metrics has been espoused in business (Schrage, 2015). Lifelogging or the “Quantified-self movement” (see <http://quantifiedself.com/>) is the trend of using technological devices to collect and analyze one’s own behavioral data. The techniques of “lifelogging,” with the self as a sample of one allow students to apply the lens of their own everyday lives to first-hand experience challenges of the life worlds of stakeholders like customers. (2) To tell stories through data by learning and applying infographics, a digital tool to aid data-visualization skills essential in marketing today (Soats, 2016).

The assignment was divided into 3 stages for the duration of the 16 week semester. In the first stage, for 8 weeks, students explored national and global data on the broader perspectives of an everyday consumer behavior such as food consumption, time management, money management etc. This stage was intended for students to learn about the topic in-depth to identify what aspects were relevant to their own lives. For example, a student wanted to learn about student loan debt and how it might influence his lifestyle after graduation. He created infographics that visualized secondary data on this subject such as historical timeline of student loan debt, student demographics data (women hold more student debt than males), education level data (that graduates owe more than undergraduates), to name a few. In the second stage, students collected their own data for a period of 4 weeks with reasonable behavior change goals. Continuing with the same example, the student wanted to increase his weekly savings and review his financial habits to understand what changes needed to be made in his lifestyle that would allow him to pay off his student loans in an efficient manner. A research template provided by well-established The Partnership for Education and Research about Responsible Living project (see: <http://www.perlprojects.org/>) was used as a guidance template for data collection. Students were free to use any means to record their data. For instance, some used mobile apps while others used personal tracking devices like Fitbits. Data were compiled in excel spreadsheet at the end of every week. Students also

wrote qualitative comments on a weekly or daily basis. In the third stage, students analyzed their data and presented their descriptive statistical findings with consumer insights of patterns found in their behavior. Finally, at the end of the project, they completed a questionnaire with qualitative narratives assessing the learning outcomes of this assignment.

A total of 46 students completed this assignment over two years. An overwhelming majority reported a positive experience. Most of them had never undertaken such a close examination of their everyday consumer behaviors. Hence, their own data surprised them to a great extent! There were observations from entrepreneurs who measured time management, of being more understanding of their employees' time challenges. Students attempting to change eating behaviors were amazed at sugar amounts in everyday foods and effects of social patterns such as eating out with friends on caloric consumption as well as spending habits. None of the students had tried to create an infographic prior to this assignment. They appreciated the data visualization technique and the importance of powerful data storytelling in business. Every single student recommended continuing the assignment as a way to learn about themselves personally, develop a deeper understanding of social issues as well as a tool for reflection of the role of management decision making in society.

In conclusion, this assignment has the potential to be modified to fit any type of MBA program. In a quarterly program, the first stage can be reduced to fewer weeks or integrated into the second stage where students learn about the meta-topic and collect their individual data simultaneously. Although, not all MBA students will embark on a marketing career, nonetheless, self-reflection is a powerful tool to develop a holistic approach. This assignment has the potential to be contextualized and adapted to fit any subject matter in a MBA curriculum.

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HOW CAN BUSINESS MAJORS CREATE SOCIAL MEDIA-READY GRAPHICS? USING CANVA IN THE CLASSROOM

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POSITION PAPER

The marketing industry is expecting students taking marketing jobs to be ready to hit the ground running. Images and visual communication are an important part of branding (Adami & Lewitt, 2016), and the use of images could be particularly significant for college students, especially given their preference for image-centered social media, such as Instagram, Twitter, Facebook, and Twitter (Perrin & Duggan, 2015). Among “must have” skills for marketing graduates today, digital marketing and graphic design basics are skills that employers expect (Monge Benito, & Etxebarria Gangoiti, 2017).

Yet, business or marketing majors are not graphic designers and do not necessarily have the time academically to master Adobe Suite or other graphic design tools. This situation is particularly challenging for online programs, like Colorado State University – Global, that do not have the hands-on instructional capability that an on-ground classroom can provide.

The authors of this paper confronted this dilemma when they were developing a course for Colorado State University –Global on digital marketing. As part of the curriculum for this online course, the authors created a final portfolio project that involves the design and execution of a digital marketing campaign strategy, to include the creation of graphics for various social media platforms. How could students successfully complete this assignment and learn the basics of creating graphics for digital media with one short semester?

Upon researching various design software to incorporate into the course, the authors discovered a software tool named Canva (About Canva, 2017). This software is a straightforward graphic design tool that can be used by people who do not necessarily have a graphic design background. There are many compelling attributes to the software, as it is:

- **Free.** Students may sign up for a basic account that does not charge any fees.
- **Pre-loaded with images.** As part of the free accounts, students have access to millions of images, photographs, and illustrations.
- **Pre-loaded with icons and design shapes.** Students also have access to icons and design elements that they may use in creating their graphics.
- **Ready for social media.** Students may choose templates and create their images in the dimensions for each type of social media platform.
- **Easy to learn.** Most of the design elements are drag-and-drop, and it takes a few minutes to learn the software. Canva also offers short design classes.
- **Flexible.** Although Canva provides templates, it enables students to create their own, too.

Initial student – and faculty – feedback on the use of the tool has been positive. Students are learning the importance of graphics design for social media and many of the basics associated with this important skill set. While not as powerful as Adobe Suite, Canva offers an alternative that fits a need.

As technology changes and future software is developed, however, the authors realize that more research will need to be done to stay current with trends in graphic design and the tools to create useful images to meet digital marketing needs. Moreover, it would be useful to canvas organizations that are short on resources – such as small businesses and nonprofit organizations – to see what graphic design tools they are using to meet their immediate needs.

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THE INTEGRATION OF PLAY METHODOLOGY IN TEACHING MARKETING

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POSITION PAPER

Play has been utilized by companies to increase employees' creativity. Play activities positively affect openness to novel and sophisticated ideas. Therefore, the integration of play programs in classrooms can create a more innovative learning environment and enhance learning outcomes.

When students work in groups, they tend to engage in groupthink, which hinders the participation of all group members and limits creativity.

The utilization of LEGO® Serious Play Methodology provides an avenue to overcome the challenges of groupthink. The LEGO® Serious Play Methodology enables each student to generate ideas and requires the entire group to integrate each student's work.

Observations showed the positive role of LEGO® Serious Play Methodology in increasing students' creativity and breadth of ideas. Further quantitative research is required to justify the contribution of play in achieving marketing courses' learning objectives.

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TEACHING DIGITAL MARKETING: SKILLS ARE HOLLOW WITHOUT STRATEGY

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POSITION PAPER

Twice a year, the various programs at the Colorado State University – Global (CSU-G) tap the advice from successful practitioners and senior leaders in companies related to the specific program domains through advisory boards. For the CSU-G marketing program, the Marketing Program Advisory Board (MPAB) recently shared the view that the marketing industry needs university graduates to be proficient in social media marketing skills, but also have the capability to develop more sophisticated, integrated strategy. Just mastering the tactical skills is not enough; students need to see how digital marketing fits into a holistic, integrated marketing approach. Otherwise, digital marketing skills are hollow without the strategy to make them effective.

How can an online marketing program ensure that it meets the demands cited by the industry experts on the MPAB to balance the tactical with the strategic and produce graduates that can both see the big picture and implement it? Based on suggestions and inputs from the MPAB, these authors offer a three-pronged approach to address this challenge:

- ***Incorporate social media questions and assignments into most, if not all marketing courses.*** As marketing departments perform their annual assessments and revisions of their courses, universities can seize the opportunity to reshape assignments to address a social media challenge related to the course's main focus – e.g., how to plan a strategic digital marketing campaign worldwide as part of a global marketing course. This helps the students to start thinking strategically early in their academic journey and note the importance of specific marketing thrusts in all their classes, such as digital marketing.
- ***Teach specific digital marketing skills in dedicated, new digital marketing courses.*** By dedicating each week in a digital marketing course to a specific digital marketing technique – such as website design and SEO, social media, video, mobile, etc. – universities enable students to understand the theory and practice behind the specific techniques. This is similar to Corrigan and Craciun's (2014) approach of using a marketing tool kit. Universities can expose students to the various tools in a digital marketing toolkit, focusing on a different tool each week in the course and provide the time and focus to master each one.
- ***Require the students to complete a digital marketing campaign as the capstone assignment in a digital marketing class.*** Mellon (2016) discusses using the concept of a mini-marketing plan as an effective tool for providing students with experience in crafting strategies tailored to specific target segments. Universities can use a similar approach by requiring students in the digital marketing class to develop an event-driven digital campaign for a company or nonprofit organization. Students design an overall strategy and also create the digital marketing components of the campaign, hence practicing both strategic and tactical skills.

By taking this three-pronged approach, universities can prepare students to think strategically and act tactically. The CSU-G marketing program is implementing this approach and will seek additional advice and feedback of its MPAB to ensure that the three-pronged approach continues to meet industry needs and best prepares students for the workplace.

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A BRAND MANAGEMENT CRISIS; WHAT TO DO IN THE CLASSROOM WHEN UNITED OR PEPSI HANDS YOU A BRAND FLOP

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POSITION PAPER

How could United Airlines have handled the situation better? The recent mis-steps of United Airlines dragging a passenger off a plane when he refused to be bumped from an overbooked plane has had a significant impact on their brand identity. United experienced a similar PR crisis back in 2008 when Dave Carroll wrote three songs publishing them on Youtube after United Airlines admittedly broke his \$3500 guitar and refused to compensate him. To date, the first of these 5-minute videos have close to 17.5 million hits on Youtube. What about Pepsi's Kendall Jenner controversial ad that had Kendall solving problems with a can of soda. While outwardly this ad sounds tame, the ad drew analogies from Black Lives Matter and anti-Trump protests placing the Pepsi brand in an awkward position. Twitter immediately trolled on whether this was a "mistake" or actually a subversive strategy by this well-known brand.

Today's brand managers must always be innovating, creating and learning from their mistakes. The simple fact of the matter is that brands meet needs or expectations of customers. When those needs are not met, companies experience a crisis in their brand management strategies leading to a deterioration of their brand identity. Greyser (2009) provides insights into how brand managers might recognize these brand crisis' offering guidelines for organizational actions to defer the resulting chaos.

How can both online and traditional marketing programs use these current brand management crisis' to further their student's understanding of brand management processes? Effective methods of maximizing student's understanding of the impact of these crisis' and to develop sound critical thinking methodologies in resolving these issues include the following:

- *Announcements, polling and discussions.* Utilization of announcements underlining the daily movement of the brand brings the crisis to life. Engaging students through the use of polling both online and within the classroom and utilizing the results of these polls in discussions creates an understanding of why these crisis' are not usually quickly resolved. The challenge to this alternative is that students must be engaged and participative in the discussion exercises.
- *Role-playing.* Engaging students in the actual crisis through the assignment of the actual roles of stakeholders within the brand in crisis. Asking students to react to daily occurrences provides not only an understanding of underlying implications but also a sense of empathy. The challenge associated with this lies with students that are uncomfortable with the role-playing function.
- *Case study analysis.* Assembling all the facts of the crisis into a case analysis format asking teams of students to follow through with the selection of potential alternatives, recommendations and implementation strategy. This creates a sense of critical thinking through a team and further development of presentation or writing skills. The challenge with case study analysis is that it represents a point of time and does not allow for continuous updates.
- *Daily reporting of digital activity.* Bringing the crisis to life with a daily brand watch of activities associated with the brand crisis. The challenge associated with this option is that students must be engaged and participative within the digital world.

Through these and other classroom activities (both online and in the traditional classroom), students are prepared to think pro-actively about the protection of a brand. As students move into product and brand management positions, the reality is that they need to be prepared for potential crisis' in their brand's position and identity. These

approaches place students at the forefront of the crisis allowing them to think critically as they attempt to resolve or at least defer the brand crisis. Further exploration on variations of these options as well as alternative ideas to engage students in today's news is necessary in order to maintain relevance within our classrooms.

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ENGAGEMENT STRATEGIES FOR LARGE INTRODUCTORY MARKETING CLASSES

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POSITION PAPER

While active learning exercises have helped encourage student engagement in a variety of marketing classes including introductory courses (Vander Schee, 2011; Woolridge, 2006), the literature suggests that students are often disengaged in introductory marketing classes for a variety of reasons. Low interaction with faculty members, a lack of individual accountability, an impersonal environment and lack of discussion have been frequently associated with introductory classes (Wulff, Nyquist, and Abbott, 1987) because they are often large in size and selected by students because they are required not necessarily desired. These complaints often stem from faults with the lecture format which encourages one-way communication and discourages active learning. (Cooper & Robinson, 2000).

If a good portion of an introductory marketing class is structured as a discussion rather than a lecture, participation and engagement can be generated. Participation is a key factor in both promoting student engagement and sharing of ideas from different perspectives (Farranda & Clarke, 2004; Peterson, Albaum, Munera & Cunningham, 2002). These in turn lead to better learning outcomes (Taylor, Hunter, Melton & Goodwin, 2011; Sweeney, Morrison, Jarratt & Heffernan, 2009). Moreover, student interaction helps to emphasize the student's role in co-producing learning outcomes (Taylor, Hunter, Melton & Goodwin, 2011).

Along with the strategy of a discussion vs. a lecture class process, there are other engagement methods related to the style of discussion that are useful. Using humor (Wanzer, Frymier and Irwin, 2010) can produce a positive affective state that leads to higher attention, motivation and memory retention. Using humor is also consistent with another style strategy, building "mindfulness" by continually calling back to the present moment (Schoeberlein and Sheth, 2009). Keeping a joint presence helps students to remain engaged without mindlessly wafting back to some past event or future preoccupation.

These strategies of discussion, humor and presence are not only more effective for student engagement, but they are stimulating for instructors as well. This helps support a high level of enthusiasm that then supports student engagement. Much more research is needed to validate specific areas (e.g. type of humor) within these engagement strategies.

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CAN EDUCATORS ENHANCE CRITICAL THINKING AND LEARNING IN THE CLASSROOM BY SHARING THE PODIUM WITH THE STUDENTS?

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POSITION PAPER

The author has noticed that his detailed lesson plan was not able to compete with the media rich content delivered via high-resolution cell phones of students. The students, who were digital natives (Prensky, 2001), were not motivated enough to read text books and were highly distracted by social media. These students continued to struggle and added to the author's frustration.

The author's research on alternate teaching styles led to an article on Professor Mazur (Lambert, 2012), who encouraged students to discuss lessons with each other at Harvard University. The author replicated the process in his classroom and was delighted with the results. The process was then repeated for a second semester and the results continued to surprise the author. In this Position Paper, the author, hopes to highlight his observation and seek advice to create a research strategy.

The author has noticed some trends among 18 to 22-year-old students, which included reluctance to buy textbooks, overdependence on Google to find resources for research, acquisition of knowledge over cell phones and a low level of motivation to listen to lectures. The author was very frustrated as his classroom strategies did not bear the desired results to help the students who were on low motivation.

The near 100% penetration of cellphones and reluctance to buy textbooks was posing profound challenges to students with low motivation, in the author's classroom. The research for an innovative answer led the author to Glasser (1986), who argued in favor of learning-teams in classroom as it helped students learn and engage with the material. Professor Fraser (2011), at McGill University, demonstrated that her class created a high-performance, "active learning" environment by placing groups of students together as learning teams. Prensky (2001) pointed out that there has been a fundamental change in the students of today, whom he termed "Digital Natives", and he argued that our education system was not geared for their needs, especially around acquiring knowledge. Professor Mazur (Lambert, 2012) expressed his delight at the remarkable growth in learning, when students were encouraged to teach each other in his classroom, at the cost of extended lectures.

Encouraged by the experience of multiple professors, the author chose to make two significant changes in his teaching styles. He created *learning teams* (Fraser, 2011) inside his classroom and *encouraged them to teach each other* about what they understood (Mazur, 2012). At the end of the lectures, the students engaged with the theories, as a team, and then presented their perspectives and examples in front of their peer groups to teach them. The emphasis was on research findings and experiences that could help other students to relate to the theories.

The results were very encouraging and the following trends were observed by the author:

- Highly motivated students were setting the bar for performance in the classroom, and their work was presented for everyone to view and learn from.
- Students, with low motivation, were facing peer pressure to meet the standards, as they had to present their work before of all students. Thus, they were forced to study the material and engage in research at home/dorm.
- Students were encouraged to express themselves in their own way to present the theories and creative methods of teaching was encouraged
- Students used their own language and examples, *which were relevant for their age groups*, to explain their understanding of the theories

- The author had access to many teachable moments as multiple learning groups presented their research on the same topic in the classroom.

Furthermore, the author was delighted to note that students were using their cell phones less in the classroom, and had begun to take notice of the content as they were exposed to a range of teachers (students) instead of the author alone. Students also come forward to report that they learned better when they prepare to teach the classroom, they felt that they had to do well in their new-found roles as “teachers”. The author has now extended this teaching method to all his courses. It appears that this method of sharing the podium with the students, is helping the author to find a way to navigate the changing currents of how his students learn.

The author has implemented the intervention in three different classrooms, in the last semesters. The results were identical and very encouraging. Therefore, the author is proposing further research in the classrooms, where *learning teams* (Fraser, 2011) are created and encouraged to teach each other in an *Active Classroom* (Mazur, 2012).

The author faced a significant challenge during the implementation of *learning teams* (Fraser, 2011) and *Active Classroom* (Mazur, 2012), it is the dynamics within a team. A group of students tend to select highly motivated individuals and invite them into their team. Their objective is to get all the work done by that individual, while they take it easy. This causes a lot of dissonance in a team and disrupts the Active Classroom (Mazur, 2012). At this point of time the author does not have a solution and is working on that specific challenge.

In conclusion, the author hopes to conduct further research in his classroom, gather detailed data and analyze the data so that he can examine the outcome of his experimentation with *learning teams* (Fraser, 2011) and *Active Classroom* (Mazur, 2012) in details. Furthermore, the author would like to invite ideas and opinion from educators to help create a robust Research strategy that would advance future research in whether educators can enhance engagement among students by sharing the podium with them.

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STRUCTURING THE MARKETING CAMPAIGN ANALYSIS ASSIGNMENT FOR ACTIVE LEARNING AND UNDERGRADUATE RESEARCH ENGAGEMENT

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POSITION PAPER

“What did you do today? I did something cool...Today, my classmates and I participated in ‘Oklahoma Research Day.’ Basically, we’ve worked part of this semester towards presenting our research on social media.”
~ Senior student in Digital Media & Content Marketing Class

“All in all, due to the completion of the [research conference], I can honestly say that this class has been the most valuable learning experience I’ve had at [institution] thus far. It was hard at times, but I have come out stronger and smarter.”
~ Senior student in PR & Marketing Campaigns Class

Marketing faculty are often challenged with two teaching and learning areas – (1) implementing active learning techniques in their classes and (2) scaffolding undergraduate research into course content. As one of Kuh’s high-impact practices (Ku, 2008; Hu, Kuh, & Gayles, 2007), undergraduate research provides a mechanism for students to engage in active learning and hands-on instruction. This paper offers a five-sentence abstract technique and campaign analysis assignment for marketing faculty to integrate student research of existing marketing campaigns with undergraduate research poster presentations. Given the increased emphasis on undergraduate research and high-impact practices, we offer abstract, poster, and design templates and considerations that enable marketing faculty to easily adopt a campaign analysis research project into their existing courses

The assignment strategies offered in this paper were implemented successfully in two upper-level marketing courses: Digital Media & Content Marketing and PR & Marketing Campaigns. All students in both courses accomplished a co-authored poster presentation at a state research conference with some students opting to complete the project as individual work and others electing to work in a team. Scaffolding undergraduate research into these courses enabled the students to be recognized as participants in Diverse Student Scholars (www.diversestudentscholars.com; see Sims, Shuff, Neese, Lai, Lim, & Neese, 2016) an interdisciplinary program of undergraduate student research engagement founded by the faculty author.

The strategies associated with the assignment will be useful for marketing faculty who desire a multi-staged individual or group research assignment, or who desire to develop a mini-research symposium around a key course theme. Since the National Conference on Undergraduate Research (NCUR 2018) abstract submission deadline is in early December, marketing faculty can fully or partially implement the assignment for their students to present poster presentations at NCUR 2018.

Marketing faculty will need to identify an appropriate research presentation outlet (e.g., a state-wide or national conference) and the associated abstract submission deadlines prior to implementing the assignment. In addition, determining the dominant visual to be used on poster layouts will be helpful for accomplishing a similar design among all posters associated with the course. Samples of student work, as well as, templates for both abstract creation and poster design can be provided upon request.

The utility of the five-sentence abstract technique and campaign analysis assignment structure will be further explored in independent study marketing courses as well as non-marketing courses. The aim is to further enhance and perfect the strategy for continued use in the Diverse Student Scholars program and for promoting greater levels of active learning through undergraduate research engagement in marketing courses.

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MARKETING ANALYTICS IS THE NEW COOL! EFFECTIVENESS OF INQUIRY-BASED LEARNING APPROACH IN QUANTITATIVE MARKETING COURSES

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POSITION PAPER

Studies by federal agencies and commercial organizations bemoan the scarcity and need for quantitatively-trained graduates in traditionally non-quantitative fields like management, marketing, social sciences, and education which have been transformed by availability of information and need to efficiently use Big Data for decision-making, resource allocation, and performance evaluations. This is especially true in business programs where marketplace demands of quantitatively trained students can make a significant difference in proportion of graduates being gainfully employed within six months after graduation and lifetime earnings of the graduate.

While students majoring some concentrations within non-STEM programs (for e.g. Finance in Business programs) are likely to demonstrate higher interest in quantitative courses, marketing educators face major challenges in teaching quantitative courses to undergraduate students. First, there is a wide variation in aptitude for statistics and quantitative courses among undergraduate students in non-STEM majors. Typically, few undergraduate marketing students have taken advanced math courses in high school. In fact, many students pursuing a business degree select marketing because they assume it is the only major that may not require math skills! Second, most of them do not anticipate working in the field of mathematics or statistics directly. Since most of them aspire to perform in positions with high degree of visibility and customer interaction the need for training in quantitative methods is not clear to them. Third, understanding of quantitative methods is usually perceived as “dry”, difficult and requires significant time commitment in terms of practice. Fourth, there is a significant time lag between required quantitative courses that students take as freshmen or sophomores and the advanced marketing methods courses students take as seniors. Developmental math courses can improve performance in general education or entry-level mathematics courses, however there is typically a long time lag between entry-level mathematics courses that focus on procedural skills and the higher-level quantitative courses for the major. Finally, the lack of publisher-provided interactive or multimedia teaching aids demonstrating application of quantitative methods to discipline-specific contexts for higher-level courses (compared to entry-level courses) exacerbates the problem.

The proposed experimentation, empowerment, and collaborative learning model is based on the theoretical foundations of the inquiry-based learning approach. Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity in science courses and increased achievement (Hall & McCudy, 1990). The model is based on the traditional “problematize, demand, discover and refine, and apply” approach in the inquiry-based learning approach literature.

Experimentation stage “finding their way through the maze”: Pose a real-world problem relevant to students that they have to solve using data. Instructors pose a problem and provide data (that cannot be solved using basic arithmetic but conducive to demonstrating a course topic) and require students to propose a solution. Problem and data that is personally-relevant to students is important and will lead to greater participation. Instructors encourage them to “immerse themselves, play and get their hands dirty” using basic skills and present their solutions in class. Students will use basic analysis of information to propose a solution but they will be dissatisfied or it will involve a lot of effort, they have an innate sense that they are “missing something.” The limits of one's knowledge are often revealed by the failure of an expectation about a particular situation (Schank, 1999) leading to curiosity. The curiosity elicited by such problematic situations creates a focused motivation to learn (Berlyne, 1966). Selection of data that can be used to address multiple topics in the course is critical for efficiency. The data should require use of multiple variables, various types of variables (continuous, interval, rank), and knowledge of advanced market research skills, comparison of means or ranks, regression or discriminant analysis and significance tests to propose the best choice. Suggestions of data include: Individual-ratings Yelp data available for download through Researcher/Instructor agreements, website

quality data through nibbler.com. Students should be encouraged to scrape data from Amazon.com for products, movies, games of their own liking.

Empowerment stage “methodology as the white knight”: The educator introduces new analytical approaches and concepts and guides students into applying it to their data. Instructors may use flipped classes and in-class instruction. The instructor guides students in using software (MS Excel Data Analysis Toolpak, SPSS, Tableau, IBM Watson analytics) and provide applications that can be addressed by advanced quantitative techniques. Through problem identification and applying the information from the experimentation stage, to rehearse, learn and make connections to learned material in their course.

Collaborative stage “fly the nest”: This stage involves students (i) collecting new data to apply concepts learned during the course (ii) working in groups to learn and help others, (iii) present their research, analysis and summarize their findings, and (iv) provide alternative analytical perspectives or inferences to research already presented. Students develop research questions, analyze data using new knowledge and also develop self-assessment criteria to meet course objectives which induces ownership of their own learning process. This increases personal accountability and positive group-interdependent learning excellence.

Critical to this course innovation, (i) understand the optimal ordering of in-class instruction, data collection and visualization activity, and assignments, (ii) availability of face-to-face and online consultations with the professor to assist students in their transition from creating versus questioning ambiguous or seemingly contradictory expositions of concepts, and (iii) provision of feedback after alternative applications, analysis and inferences are provided and before it was shared. Questions addressed in this research: (i) Does self-selected real-world data improve student learning and retention of quantitative concepts compared to classroom lectures and assignments only? (ii) Do differences in ordering of classroom lecture and real-world data visualization and analysis lead to differences in learning outcomes? (iii) To what extent do individual differences in performance in required introductory business statistics course predict performance on real-world data visualization and analysis and satisfaction with the course? (iv) Does application of quantitative marketing techniques lead to improved understanding of marketing theory?

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EMBEDDING PROFESSIONALISM IN THE BUSINESS DISCIPLINE

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POSITION PAPER

One of the biggest challenges for many small colleges is to adequately prepare students for the challenges of the workforce. Articles lamenting the lack of preparation of new graduates are plentiful; and employers agree. According to a 2015 study by AAC&U, employers feel that today's college graduates are not prepared to achieve the learning outcomes they rate as most important, including written and oral communication skills, and the ability to apply knowledge in real-world settings. In addition, a 2015 survey of 1000 undergraduates found many students report not learning the practical, workforce-ready skills necessary to succeed. Survey results indicate 51% didn't write a resume, 56% received no preparation for job interviews, and 58% didn't learn networking skills (Hanover, 2015).

Two years ago, our marketing faculty began Professionalism in the Discipline (PID) by embedding activities in core marketing courses. PIDs mirrors the writing in the discipline (WID) requirements on campus and include required career centered programs with low stakes assignments in core courses. Simultaneously, our business department began programing for the second-year student which continues through graduation.

Our Second Year Experience (SYE) program has three objectives: help students find their life-purpose based on their values and talents, expose them to business careers, and encourage their engagement on campus. PID activities include field trips, networking events to explore business careers, and a values and meaningful life workshop. All students in the sophomore Principles of Accounting have reflection assignments following the required events.

The Graduate Ready program focuses on juniors and seniors to build connections and skills that lead to personal and business success. Through Professionalism in the Discipline (PID), experiences are designed to help business students prepare for future employment. Again, students are required to attend and reflect upon PID's throughout the year in upper division core courses. PID courses offered in 2016-17 included resume workshops, a business career networking event with alumni, an etiquette dinner, mock interviews, internship/job fairs, a women's professional seminar, a professional branding seminar, an "Executive in the Classroom" event, an "Entrepreneur in Residence" and Linked-In profile help.

Results to date are encouraging (see Table 1). According to surveys of second year students, attendance at academic, career education events and professional preparation events has increased significantly since 2015, the year before the program started.

Table 1: % of SYE Students Attending the Following Events

	2015	2016	2017
Academic events (i.e. guest speakers) held for students in my major	67	89	97
Career Education Events (i.e. career panels) held for students	34	58	86
Professional Preparation events (i.e. resume workshop, mock interviews)	32	74	59

The challenge is doing more – but with intentional focus. The literature and our own assessment helped bring the necessary focus. The most important partner, and an integral part of the success was the engagement of our career

service director. She engaged alumni, the community’s young professional organization, and other community resources to execute the events planned and scheduled over the summer. Faculty members were engaged early in the process, included assignments in the syllabus, and assessed student needs to determine what PID’s they were most interested in attending. Therefore, the PID’s were created based on both faculty, staff, and student input. In addition, second year students report having grown in their understanding of career choices, and confidence level, but more needs to be done.

Table 2: Mean Rating of Second Year Student Attitudes Toward Career Preparation

	2015 N=38	2016 N=19	2017 N=29
I understand the career choices available to graduates with my major	3.68	3.89	4.07
I have identified a network of people who could help me succeed in my career	3.42	3.79	3.52
I feel prepared to pursue internship opportunities	3.58	3.68	3.45

Mean rating on a 5 point Likert Scale where 5 is strongly agree and 1 is strongly disagree.

Future actions include the addition of a required “internship bootcamp” PID in our Principles of Marketing course that utilizes career services, recent alumni, and students who have completed internships to encourage students to complete an internship. We expect this will address the internship preparation weaknesses in the current program. In addition, “Morningside Connect”, a career service initiative, will enable students to connect with classmates and alumni who work in related fields of study.

Overall, the Professionalism in the Discipline program key is to leverage key resources in faculty, career services and alumni in a way that enhances student career preparation. Doing so will better serve our students and their future employers.

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THE INTRODUCTION OF VIRTUAL REALITY TO EDUCATION: SHOULD THE MARKETING DISCIPLINE ENGAGE?

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POSITION PAPER

This position paper explores whether faculty should embrace the use of virtual reality as a medium of academic engagement with the future intake of digital native students. In recent years there has been a tremendous surge in the use of digital device platforms to extend the reach of education to the wider student populations. As a result, the positive engagement by students of multimedia objects, including video, sound clips and data in a more integrated, multi-sensory digital medium has gained significant traction in the learning environment. Students are moving faster into this digital space and it is not long before professors are encouraged by students to adopt virtual reality (VR) as part of their teaching environment.

VR hardware has now gone mainstream and become widely available for consumers to purchase as VR sets, such as Facebook's Oculus Rift, PlayStation VR, HTC Vive and Google's Cardboard. The speed of these advances has meant that software developers are only beginning to catch up with the emerging technology. It is therefore important for professors to engage this evolving technology and assess its suitability to inspire the next generation of professors.

VR can be best described as:

"Virtual reality is the use of computer technology to create the effect of an interactive three-dimensional world in which the objects have a sense of spatial presence. The basic idea is to present the correct cues to your perceptual and cognitive system so that your brain interprets those cues as objects "out there" in the three-dimensional world. These cues have been surprisingly simple to provide using computer graphics: simply render a three-dimensional object (in stereo) from a point of view which matches the positions of your eyes as you move about. If the objects in the environment interact with you then the effect of spatial presence is greatly heightened." (NASA, n.d.)

While engagement and learning are key immediate outcomes for any particular pedagogical action, a key long-term goal for digital natives must be sustainable learner-driven education (Ferguson, 2012). This requires that participants take sufficient hedonic value from learning that they will self-initiate learning in the future (Johnson and Liber, 2008). VR has the potential to appeal to imagination and emotion in a way that exceeds traditional media (Holsapple and Wu, 2007), suggesting VR-based learning may feed into future subject-specific driven practices.

In looking at the issue of enhanced learning opportunities, how do we evaluate the value of using VR? This is difficult as the space is evolving but initial research is providing evidence supporting that VR enhances the learning experience. Experimentation here is the key and faculty should apply for grant innovation funding, either internally or externally. The primary purchase is a headset. You can use the basic concept in Google Cardboard (\$30 each) or higher end with the HTC Vive or Oculus Rift (approx. \$400 each). Possibly purchase 5 handsets, one for each group of 5 in a class of 25 students. One student per Group will be tasked to use their smartphone and download the software. Locate actual VR videos appropriate to your marketing class on free VR apps like Orbulus, Trench Experience, NYT VR or YouTube. And remember videos made with 360 degree cameras are also a very engaging experience for students. The use of VR videos can help to both extend the curriculum into new areas of learning and offer students an exciting learning medium to better grasp the content of the class material.

There seem to be two main challenges, among others, facing professors. The first one is simple; do professors have the capability to understand the VR platform. While innovation in technology is moving along fast, many faculty do not simply possess the skill set to be able to adapt their subject discipline into the digital world as it is a demanding and time-consuming exercise. However, there is growing evidence that Colleges are beginning to provide faculty with better resources in support of digital initiatives in the classroom. Many Colleges are beginning to set up separate

departments to enable this, such as the Office of Digital Learning in Sacred Heart University. The second challenge is the ‘fright’ associated with engaging, what can seem at first, to be a very complicated digital platform. While professors are comfortable in the classroom, many are simply uncomfortable engaging in ‘deep dives’ of technology applications.

While many faculty may not quickly embrace this medium, those faculty who are eager to adopt technology in teaching should experiment with VR by purchasing headset(s) and exploring the VR or 360 videos that students can use. This can be achieved in small steps as part of the learning curve in embracing the digital native student. Taking the opportunity to pilot this platform with classes that may be more applicable to the VR content already available will make this journey much more exciting for all concerned. Reaching out to the student body for help with this endeavor can also help identify students who have both knowledge of VR and the passion to help make this pilot a success. Studies can then focus on evaluating student’s learning outcomes after providing faculty with the conviction to explore the VR platform, and thus facilitating students with the latest technology in maximizing their learning experiences in preparing for the new careers in the 21st Century.

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IT'S BIGGER ON THE INSIDE: SMALL BUT MIGHTY MARKETING DEPARTMENT STRATEGIES

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IT'S BIGGER ON THE INSIDE: SMALL BUT MIGHTY MARKETING DEPARTMENT STRATEGIES PANEL POSITION PAPER

Today's university administration focuses on short term enrollment and retention metrics, and until those goals are met, small departments simply have to make do with the resources in place. Many faculty lines are not being filled when a faculty member resigns or retires at budget-stricken universities. Financial considerations have altered academic priorities (Soley, 1995). Faculty are expected to teach courses beyond their contracted load, teach larger class sizes, advise more students, serve on multiple university committees, all whilst doing research worthy of peer-reviewed journals in hopes of achieving promotion and tenure. This panel will discuss success strategies for faculty working in small departments.

When departments grow, in terms of number of students majoring in marketing, but faculty remains the same, some universities are looking to flexible course delivery formats. Deliver courses using formats such as arranged, hybrid, synchronous and asynchronous accommodates a variety of students; traditional, nontraditional and out-of-state students. The synchronous format provides face-to-face format, meaning in-class delivery. Asynchronous courses are delivered predominantly online and hybrid. A hybrid example is when some lectures are delivered face-to-face while other class sessions are delivered online. Alternatively, the face-to-face class is recorded and made available for the students at their convenience.

Another challenge experienced in small departments is related to student enrollments. Some department must aggressively market the Marketing Major to freshman and sophomore students. Another recruiting opportunity is introductory classes including Principles of Marketing, which is a requirement of all business majors as well as Introduction to Business.

Universities have developed research centers to provide real world experiences for the students. In such research centers, students have the opportunity to conduct research with area businesses. In many cases, research for area businesses are paid jobs. Research centers can be instrumental in the recruitment process. It is often appealing when we have potential students and their parents visiting the University. Parents often appreciate the real-life experiences offered by the research center to their child and as a result, send their child the university with the research center.

When resources are stretched, there is a challenge in structuring each class to maximize individual utility, while simultaneously ensuring that each course adds to the value of the overall program. To achieve this, one university borrowed from network analysis, and used the "hub and node" theory to systematize content. The center of one such network is Marketing Fundamentals, and covers all that one expects to find in a traditional introduction to marketing. This strategic approach is focused on understanding the customer and the marketing environment through research, matching products and prices to the needs we have uncovered, and communicating that value to our target audience through a toolkit of distribution and promotion techniques. It is the breadth introduction, and can then be linked to our regular rotation of next-level marketing courses. Extending from the Marketing Fundamentals hub are the primary node courses: Marketing Research, Consumer Behavior, Branding and Promotions and Strategic Management. These classes are offered annually in a regular rotation. In each of these classes, we keep our process focus, and build depth.

Upper-level specialty electives that are offered every three to five semesters. These are the most focused courses, and include topics with a high degree of volatility and change. They are also the classes that can be eliminated from our offerings if resources are not available. There are several advantages to this process-based hub and node system. First, is clarity. By focusing on core processes, there is a clear “spine” that runs through each course and the links between courses are clear. Second, is flexibility. Examples can be easily changed to reflect the interests and knowledge of the group without affecting the overall system. Adaptations can also be made to different teaching modes (face-to-face, hybrid and fully online). Third, is scalability. Classes can be taught over several different time periods between 3 and 16 weeks, without a loss of core content in the syllabus. The primary disadvantage of this process lies in the overall “sexiness” of the program. It is the second-tier nodes that are typically used to sell a program, and because of limited offerings of certain classes, it makes the branding of the program a greater challenge.

Many business schools are seeking AACSB and/or ACBSP accreditation. Accreditation and assessment processes can be challenging. Faculty must map courses to ensure that we are meeting goals and objectives. This can be challenging in small departments when student data has not been collected and archived for the courses taught in the past. When other faculty are involved, collecting data from other faculty members can be an issue. Another challenge is analyzing the data. While accreditation is often a loathed topic of conversation among faculty and a cumbersome process for many business schools, it does provide time and structure for faculty to plan and reflect. At many universities, there is not much time for small marketing departments to plan, develop, and/or refine program goals, outcomes, and performance measures. The process of accreditation forces business schools and their faculty to make the time for such important planning and development.

Accreditation has provided many benefits, including greater measurement and accountability in terms of teaching and research. Curricular changes are often motivated by accreditors as well as by the competitive marketplace. For many universities with a business administration major, concentrations have grown into full-fledged majors. For marketing, courses often have to be added to fulfill the major requirements. Collective skill sets of faculty help tremendously when faculty can teach global marketing, marketing research, consumer behavior, digital marketing, advertising, branding, marketing strategy, and selling. Gaps can exist in the faculty portfolio. Often, these gaps are filled by adjuncts until a new marketing faculty line is created.

A benefit to this expansion of course offerings is the “reality check” of the situation. Growth cannot occur without adaptation and compromise. While the preference for few preps is understandable but difficult with so many new courses, one solution is to teach “sibling” courses in the same semester, such as the undergraduate and graduate marketing research classes. Another benefit is that faculty will see more students and play a greater role in guiding their marketing educations. The next two to four years will likely provide an object lesson as to whether three faculty members can guide this growth from a concentration to a full marketing major.

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INNOVATIONS IN TEACHING MARKETING RESEARCH AND ANALYTICS

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INNOVATIONS IN TEACHING MARKETING RESEARCH AND ANALYTICS PANEL POSITION PAPER

The four panelists for this panel position paper address a number of topics such as 1) the importance of business analytics courses and programs and a roadmap for their successful development, 2) the challenges in the design and delivery of an applied marketing research class that culminates in a strategic marketing plan), 3) the use of dashboard analytic software, Hubspot™, for marketing analytics, and 4) data mining with JMP.™

Business analytics programs and courses are growing at an increasing rate. While big data analytics is old hat for statisticians, engineers and data scientists, business programs should provide a different orientation. Organizations today are looking for strong, analytically curious talent able to share the “stories” behind the data. Unfortunately there is a real talent shortage. The U.S. Department of Labor estimates that analytics-related positions are set to increase by 25% in just 3 years. Programs that develop curriculum that move from simply joining disparate data sets, which generate raw facts to ones that unlock thought leadership have strong growth potential. These programs will be the ones sought by the best students and coveted employers.

Universities that embrace critical thinking, in collaboration with the business community should develop programs that merge four key disciplines: issue identification, understanding of implications, identification and recommendation of solutions, and communication to leadership and stakeholders. Programs that seek ongoing points of view from the business community and invite them into the classroom will create a point of difference and add tremendous value to the experience of the students.

A major challenge in the design and delivery of the applied marketing research course at Saint Mary's College is the time constraint of a 14 week semester in which a comprehensive strategic marketing plan must be developed for a community partner. Sufficient attention and careful time management must be given to coverage of theory and concepts pertaining to marketing research and strategic marketing planning, having students apply this foundation of knowledge to conducting a full marketing research investigation, and ensuring that students apply research findings to the formulation of a useful strategic marketing plan for the client.

The course is organized into four sequential blocks. First, coverage of concepts in a traditional lecture/discussion format occurs, addressing both marketing research investigation processes and strategic marketing planning. Simultaneously, students form their own marketing agency in which they develop an organizational structure, allocate project activities and consult with members of the client organization. The next phase involves conducting secondary and primary research, the latter consisting of focus group sessions as well as the construction and field administration of 400 to 500 formal surveys. The third block is devoted to analyses of data utilizing SPSS. During the final phase, students are required to apply concepts and research findings to the formulation of a strategic marketing plan, presented to the client via a written report and a formal presentation.

Keeping up with the latest innovations in marketing analytics can be challenging – as well as expensive. Today's enterprise-level marketing employs dashboard analytic software to visualize real-time data for fast-paced decision-making. Our students deserve access to modern tools to help them prepare to enter the marketing world, and to develop proficiency using current dashboard software. HubSpot's Education Partner Program provides colleges and universities with the software professors need to teach innovative courses in marketing and communications.

Through the Academic Portal, students use marketing dashboards, which allow them to build marketing, sales and productivity reports in a point-and-click fashion, and use them to evaluate marketing performance and recommend

strategies for real-world clients. Even students (or professors) who are not tech-savvy can easily overcome their initial hesitation. Best of all, access to the software is free, and includes other resources and support, such as mobile apps and a community of faculty who are engaged in similar courses across the country. HubSpot consultants will also help answer questions and provide support when needed. A demonstration and follow-up resources will be provided for session participants.

The use of JMP™ to teach data mining is examined. JMP is a product of SAS and has a simple and intuitive GUI that can be used for data mining. For an assignment, students use JMP to analyze “Uplift Models”, which are widely used to evaluate the effectiveness of promotional efforts. JMP has a “Consumer Research” suite of analytical methods with sample datasets and step-by-step video instruction for all methods. The sample data set for Uplift Analysis has 126,184 records. This analysis evaluates the effectiveness of a consumer promotion to increase sales. Members of a buyers club were randomly selected to receive or not receive promotional literature about a hair care product. Students estimate the effect of the promotion and determine the consumer segments that are most susceptible to the promotion.

Analysis is performed by Recursive Partitioning, which automatically identifies segmentation variables in order of importance. With a few clicks, students can see that the promotion was effective in increasing sales (promotion=1.70%, no promotion=0.76%, $t=12.49$). Few more clicks reveals that the promotion was effective among females (promotion=2.18%, no promotion=0.77%, $t=14.01$) but was ineffective among males (promotion=0.70%, no promotion=0.73%, $t=-0.28$). In summary, this is a relatively easy assignment that shows how uplift analyses can be performed in order to test the effects of promotions or other marketing interventions and can identify segments that are differentially influenced by marketing efforts. The students then have to take their results and come up with managerial recommendations.

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SUCSESSES AND CHALLENGES WITH CLIENT BASED PROJECTS

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Jill Maher, Robert Morris University
Karen Koza, Western Connecticut State University
Daniel Rajaratnam, The University of Texas at Dallas

SUCSESSES AND CHALLENGES WITH CLIENT BASED PROJECTS PANEL POSITION PAPER

Providing students with hands-on experience links the theoretical knowledge to practice. These projects could be local, national or global and are a big part of experiential education. Such pedagogical approaches in higher education courses may take many forms, like, “short term” field trip excursions, study abroad experiences, Internships, Service learning projects and International cooperation projects that foster a broader understanding of the students’ profession and community life. They also prepare students to work in teams consisting of diverse backgrounds and cultures. Dr. Savita Hanspal will share her experiences at both the undergraduate and graduate level in service learning and client based projects used in teaching various marketing courses.

Innovative projects that focus on real life projects align with AACSB’s 2013 standards of demonstrating innovation, engagement and impact. It is well recognized that student engagement in practical projects improves student learning. Dr. Jill Maher has used the project method (PMA) or “live-case” approach (Dommeyer 1986; Goretzky 1984; Malhotra, Tashchian, and Jain 1989; McDaniel 1984) through a client sponsored project to promote experiential learning. Students can experience the many facets of a marketing project by actually being “challenged” by a **real** client, with the expectation of **real** results. This presentation describes a unique project combining a real client and a cross-cultural experience consisting of two teams of marketing students from two different institutions (i.e., in the USA and Switzerland) who worked together for a client located in Switzerland. This client “hired” the students to conduct primary and secondary research and develop a marketing plan for product market entry into the US. The project involved a (1) travel abroad experience for both teams of students, (2) face to face meeting with the client, (3) weekly skype meetings for the entire team, (4) a final presentation at the end of the project period and a (5) a completed report (over 400 pages). All students involved in the project received course credit and were monitored by two advisors (i.e., professors from both institutions). The presentation discusses two important aspects of the project design

- a. Application process for participation in a Global Consulting Project
- b. Coordination and oversight for Evaluation of Global Consulting Project

The presentation by Dr. Karen Koza focuses on Western Connecticut State University’s client-based projects in collaborations with FuelCell Energy (Headquartered in Danbury, CT – China focus), Yutong Bus Company (Headquartered in the Henan Province, China – U.S. focus) and Staples (Headquartered in Framingham, MA – China and India focus).

WCSU has established working relationships with SIAS University in China and Loyola College in India, as well as client companies (given above) willing to work with our universities. In partnership with SIAS University and Loyola College, WCSU marketing and MBA students have been involved in 11 semesters of joint international student-industry collaborations with SIAS / Loyola business students.

However, there are a number of unique challenges that must be addressed when students work within international virtual teams and work with client companies with an international project focus-ranging from communication barriers, cultural differences, differences in team roles and rules, time and distance challenges, to the inability to form informal or social relationships. The presentation will address how WCSU, SIAS and Loyola addressed these challenges and what process activities and tools were designed to help mitigate them. These process activities and tools ranged from forming project teams with contracts, ensuring access to technology and providing a

platform for the sharing of relevant information, overcoming distance and time barriers, providing team milestones to ensure equitable project investment, to the culmination of the semester's activities where student teams present their plans, complete exit interviews, and for some of the WCSU students, prepare to travel abroad to meet with their virtual team partners / client organization.

Dr Rajaratnam has used local businesses for marketing research projects and found that these can be very beneficial for students, faculty, and the University. In his presentation, he emphasizes that for faculty, there are many challenges in coordinating these projects. Local businesses often see the marketing project as an opportunity to get a free marketing plan for their business or a social media plan using the expertise of both faculty and students. They may use the project as an opportunity to market their business products and services to the campus student population. They may wish to use students as cheap labor for collecting data, only. They may have a preference for a particular method of collecting data such as observation only versus surveys. The latter can create a problem for faculty as it does not allow for collecting data through other methods. Students might also feel that they did not get much out of the project if the client's requirements are too narrow and rigid. These projects are a lot of extra work for faculty to ensure that students do not turn in sloppy work and tarnish the image of the University. What steps should the faculty take to overcome these challenges? This presentation takes you through the process and shares interesting examples of successful client based projects and how they were negotiated.

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SUCCESS AND CHALLENGES WITH CLIENT BASED PROJECTS

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Tony Stovall, Towson University
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SUCCESS AND CHALLENGES WITH CLIENT BASED PROJECTS PANEL POSITION PAPER

Working with clients to increase the value of the learning process of students is proving to be a viable and differentiating pedagogy. In this panel, and the following position paper, we will present how different schools and courses implement client based projects, the successes obtained and the challenges faced.

The opportunity to use client based projects can occur at various points within the academic career. Civic engagement is one of the core pillars of Woodbury University. The School of Business chose to assess this pillar in Marketing Principles, a core course required of all business majors taken in the student's sophomore year or first semester junior year. The purpose of this pillar is for students to learn the importance of giving back to the community of which the university is an integral part. It is also an important way for students to make the practical connection between what they are learning in class and the real business world. Integrated Marketing Communications becomes real and not just some concepts in the textbook when the students are responsible for creating a website and promotional materials for an actual business or organization.

To ensure that students feel as engaged with the project and to avoid, as best as possible, students feeling that giving back to the community is a "chore", the students were not dictated to in terms of the groups or organizations with which they are able to work. Never presuming what community means to any given student, that choice is left to each student team. Teams are given specific parameters for the project – it must be marketing related and be of sufficient scope to demonstrate understanding of the learning objectives of the course. Teams have rarely required assistance identifying an appropriate "client" or deciding upon an appropriate project.

Each major course assignment is project related, ensuring that by the end of the semester, the majority of the "heavy lifting" for the project has been completed. At the end of semester, the remaining work entails combining the individual assignments into a cohesive, professionally-printed document which includes personal reflections on the project from each team member and creating a PowerPoint presentation. Because most teams end up working with a "client" that is either culturally or personally significant to at least one member of the team, the projects seem to resonate on a deeper level with the students and they tend to take greater ownership of the final outcomes.

The cornerstone of the undergraduate program for IU's Kelley School of Business is a block of four junior level courses (marketing, finance, operations and leadership) called Integrated Core (I-Core). Each cohort completes a semester long intensive group project. The two Kelley campuses (Bloomington and Indianapolis) handle the project differently due to differences in enrollment and proximity to the business community. At the Indianapolis campus, each section of I-Core is assigned a local for-profit business for which the individual groups determine an operationally and financially significant new product or service for the business to offer in order to increase revenue. The challenges experienced have fallen into one of two areas: recruiting viable businesses and the limited experience and vision of students.

This program has increased the school's profile within the business community leading to increases in internships and employment. It has helped the school gain credibility especially in their fund-raising and support efforts. Finally, it has been a big 'selling point' with the parents of potential students leading more top tiered students to attend the school and campus.

At the University of Pittsburgh at Johnstown, the capstone course for the Marketing curriculum is Marketing Management. A key component of the course is a final project that matches student “consulting groups” with local not-for-profit “clients” for a semester long experience that mirrors the Marketing consulting process.

This keystone project is designed as a “win-win-win” exercise for students and community organizations. Students ‘win’ because they are offered the opportunity to apply the concepts they have learned in their university coursework to a real world case. This is the type of applied learning that has proven to be very effective in many top level business programs. Students also win because they develop a sophisticated document during the course of the semester that they can offer to prospective employers as tangible evidence of their learning. Community organizations also “win” because they are offered the opportunity for fresh, inquiring young minds to scrutinize their operations using the type of disciplined analytical tools employed by consultants in the real world. Students may not be able to provide all the answers to an organization’s challenges, but they often are able to pinpoint some critical issues and offer useful recommendations. Organizations also win because they are offered this service free of charge. Finally, Pitt-Johnstown “wins” because these service learning contributions help raise the visibility of the institution in the community and help bolster its reputation for “real world learning.”

The project is fairly risky and innovative since developing marketing plans for real world clients each semester requires both the students and local organizations to go far outside their comfort zones in order to address the unique challenges of each “client.” There is no textbook to follow or wiki to guide you; each project is a one-of-a-kind experience. There are three measures of the effectiveness of this course: 1) Student Evaluations; 2) Anecdotal Student Career Feedback and 3) Concrete Service Learning “deliverables” for the community.

A variety of client-based projects have been employed in both undergraduate and graduate core and elective courses at the University of St. Thomas in Houston. These projects are not only effective in enhancing student learning experience but also beneficial for the clients and the community. Depending on the level of courses various approaches have been used in conducting such projects including a cash prize when the entire class worked with one client and having teams work with their own client and share their findings and proposals. Such projects usually take more time and weight in an elective course and less in core courses.

Each of these project configurations has its unique features. In terms of clients, for-profit businesses help to motivate students, while not-for-profit organizations stimulate their creativity. In terms of course levels, graduate students often have competing client candidates to choose from, while undergraduate students prefer to work with assigned clients. In terms of the approaches, cash prize competition helps to keep students engaged and to provide the common ground of class discussion; while having each team work with a unique client adds a lot of width to the collective learning experience because students can share their findings, thoughts, and suggestions.

This part of the panel will focus on the challenges. Firstly, comparing with a traditional course, conducting such projects requires the instructor to put more time and energy coordinating with clients and working closely with each team. Secondly, working with a real client requires students to have skills that is not taught in a particular class but essential to career success. Thirdly, due to the limit of an academic semester, there is an urgent need for follow-ups in the implementation of the marketing plan mostly because the clients do not have the resources, even when they want to adopt the strategy, and the students are done with the class after the semester ends. Lastly, it is important to find the balance between industry and academia, between theory and practice, between utility and rigor in evaluating such project. Overall, client-based projects act as the bridge between academia and business that prepares students and provide solutions for the industry.

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YOU AND ME, TOGETHER: APPROACHES FOR SUCCESSFUL GROUP PROJECTS AND PRESENTATIONS

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MANAGING GROUP PROJECTS AND PRESENTATIONS PANEL POSITION PAPER

The use of group projects and presentation in higher education can be instrumental in meeting core learning objectives and in the assessment of student performance. The development of group projects is guided by and aligned with the student learning outcomes developed for the course. This results in wide variation in group projects with different purposes, approaches, structures and assessment measures. There is no one “right” way to organize and manage group projects as the goals and objectives will vary among courses and instructors. This presentation looks at group projects and presentations from five unique perspectives, showing how different approaches in different settings can lead to effective and successful group projects.

Goals and objectives of the group work may be to teach students to apply previously learned skills such as critical thinking, communication, negotiations, interpersonal relations, etc. Another goal may be to mimic a real-world job setting. Accomplishing these diverse goals require a variety of approaches.

Organizing groups can take a variety approaches. Having students chose their own team mates or having the instructor assign students to groups are two different approaches, each having both pros and cons. One panel member, who assigns four group projects during a term, allows students to form their own groups with ground rules that require students to work with different individuals on 3 of the projects. Two of the panel participants, who use semester long projects, are more satisfied with having groups formed based on common interests in the topic. In one case the instructor selects possible topics, while another approach is to have students develop their own topics. Both approaches have produced good results.

The group projects themselves may be semester-long or may be for shorter durations. The type of project will depend in large part on the purpose of the project and how it aligns with course learning objectives. If the project is semester long, there will most likely be deliverables of some type throughout the term. How these interim deliverables are weighted and scored will vary depending on a variety of issues. Feedback to the students will likely be an important component of interim deliverables. If projects are short-term, there may be multiple projects with the term. If there are multiple projects the students may work with the same group members for all projects, or they may be required to form new groups for each project – no repeat members.

Evaluating group projects and presentations is another area where there may be considerable variation. The group project itself may be evaluated based on a written report, a presentation, and/or other components. Who does the evaluation is also an issue. Whether the instructor is the sole evaluator or involves students in the evaluation are two different approaches. One panel member also includes others who are invited to the presentations in the evaluation process. Both the involvement of students and outsiders require the development of rubrics that specify the criteria for evaluation. There are a multitude of criteria that may be included in a rubric. Some may place more emphasis on content, while others may place heavier weight on the communication aspects. One panel member puts the bulk of the weight on to broad criteria:

- Did the presenter(s) rigorously and credibly examine all relevant aspects of the question and then Arrive at a set of logical, well-reasoned solutions/recommendations?

- Did the presenters comport themselves in a manner that engendered among the audience confidence to those solutions and/or recommendations.

Another panel member evaluates content through a written report, while the presentation is evaluated primarily on presentation style and communication criteria. This may include the motivation and engagement of presenters to build rapport with the audience as well as demeanor, facial expressions and posture.

All of the panel members have found success with their approaches. Feedback from students has been positive based on the selection method, the methodology for executing group projects, the shared interests in topics, and the feedback they received from the instructor.

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THE DRIVERS OF STUDENTS' SUCCESS IN HYBRID MARKETING COURSES

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ADVANCES IN ONLINE MARKETING EDUCATION PANEL POSITION PAPER

More than thirty percent of business schools offer distance learning options. Business schools have adopted distance learning as an acceptable method of quality instruction and lead the trend in offering more online education (Estelami, 2014). Correspondence educational programs date back to the early 18th century in Europe, with courses in shorthand writing and composition (Edelson & Pittman, 2008). The distance learning environment has evolved rapidly in recent years, and it is essential for educators to pinpoint the drivers of student learning in this environment (Leasure & Thievon, 2000). This position paper explores the drivers of students' success in hybrid marketing courses and proposes a further study.

Previous research confirms there is no significant difference between student learning in distance versus face-to-face settings (Leasure & Thievon, 2000; Hay, Hodgkinson, Peltier, & Drago, 2004). Grandzol (2004) found that the quality of teaching is generally equivalent in distance and in-class settings. More specifically, Priluck (2004) found no statistically significant difference between online and face-to-face instruction for marketing courses. Further, Oblender (2002) found that online courses have lower dropout rates when compared to face-to-face instruction, mainly because online instruction provides students with logistical and time flexibility.

On the other hand, not all students benefit from online or distance learning programs and courses. One of the requirements of effective distance learning is that students be self-driven and rely less on others for guidance and assistance in completing their coursework and deliverables (DeTure, 2004). Moreover, while face-to-face learning usually necessitates students to be active participants in the physical classroom, online learning requires students to grasp course material via self-administered media, including digital media, and the use of tools such as discussion boards in a Learning Management System (Edirisingha, 2008; Rovai & Ponton, 2008).

In contrast to what may be a common misperception, research shows that student performance in online versus face-to-face courses is not affected by student age (Dutton, Dutton, & Perry, 2002). Student performance is further not affected by gender (Daymount & Blau, 2008; Friday, Friday-Stroud, Green, & Hill, 2006). However, course performance can be enhanced by a strong educational foundation (Artino, 2007). According to Hay et al. (2004), both instructor-student interaction levels and student satisfaction can be enhanced using distance learning tools and techniques. For instance, online learning environments can facilitate student-instructor interaction by allowing students to communicate with the instructor without the time and location limitations of class hours. Estelami (2014) found that self-reported online learning preferences can be used as predictors of marketing students' performance in an online class. We suggest that business schools can use such student characteristics to predict whether a student will be successful in a particular online course, and this can further assist business schools in allocating resources to various class formats for different student segments. Also, determining the factors that enhance or impede performance in an online course can help students to decide whether they should enroll in online courses.

Hybrid or blended instruction is when online learning activities replace a portion of traditional in-class instruction, usually through a Learning Management System (e.g., Canvas, Moodle, Blackboard). Hybrid instruction combines the benefits and limitations of both online and traditional instruction. In hybrid settings, most of the material is delivered online through a Learning Management System, and students attend class for a shorter time and/or less frequently compared to traditional courses. Hybrid courses do not fully eliminate the face-to-face interaction with peers and the instructor. Further, they provide the opportunity for in-class assessments (exams, quizzes, presentations, etc.). Some educational institutions choose hybrid over fully online delivery for particular courses to ensure the integrity of assessments and to utilize the benefits of both online and traditional instruction. However, hybrid delivery does not fully provide the logistical efficiencies available through entirely online courses.

While prior research has explored factors that drive student success in online courses, such work has not specifically addressed factors driving student success in hybrid settings. In our proposed research, we will combine the factors presented in previous research regarding student success in online settings and measure their correlation with student success and other demographic and psychographic variables in marketing courses delivered in a hybrid format. The existing literature suggests that self-discipline, self-efficacy in learning, need for interactivity, language skills, intrinsic goal setting, and academic foundation are factors that influence students' success in online marketing courses (Estelami, 2014). In our proposed research, we will also explore students' prior experience with online/hybrid courses and computer literacy as additional factors potentially driving student success in hybrid classes.

- Self-Discipline – Alharthi (2010) and De Ture (2004) found that students who are more proficient in self-goal setting and time management tend to perform better in courses requiring self-guided learning, including online courses.
- Self-Efficacy in Learning – Students' self-efficacy for independent learning along with their cognitive ability to grasp new material can have a significant impact on performance in a distance learning environment (Lefrancois, 2011). We will also include exposure to online/hybrid courses.
- Need for Interactivity – Students' interaction in class has been shown to trigger the social process of learning through enhancing student alertness and creating cognitive engagement (Simonson, Smaldino, Albright, & Zvacek, 2009). The level of student engagement in the social process of learning varies within a class (Ueltschy, 2001). Students who thrive under conditions providing for the social process of learning are probably better candidates for hybrid versus fully online learning settings.
- Language Skills - Research shows that students with weaker reading and writing skills are likely to find online learning more challenging (Wagner & Hujan, 2011; Alharthi, 2010; Jackendoff, 1994).
- Intrinsic Goal Setting – In general, individuals who embrace challenges and demanding tasks perform better than individuals who avoid challenges (Fisher & Ford, 1998; Maslow, 1998). Similarly, students who are involved in distance learning are likely to be more successful if they are willing to set challenging goals and make every effort to achieve them.
- Academic Foundation - Artino (2007) found a halo effect in learning in which a solid educational background leads to improved educational performance. It may be argued that students having a stronger prior educational foundation are more likely to benefit in any educational setting. It is quite possible then that this halo effect may positively affect learning outcomes in distance education (Estelami, 2014).
- Exposure to Online/Hybrid Courses – Thurmond, Wambach, and Connors (2002) found that computer skills along with knowledge and experience with e-learning courses and technology are factors that affect perceived e-learner satisfaction. Additionally, studies show there is a significant relationship between success in online education and the number of online courses previously completed (Wojciechowski & Palmer, 2005; Ehrman, 1990; Eisenberg & Dowsett, 1990).
- Computer Literacy and Familiarity with a Learning Management System - A higher level of independence can be obtained when students have prior experience in online instructional environments. It may be argued that students who have previously completed one or more online classes may be more successful in subsequent online or hybrid courses.

The questionnaire for our proposed research will be adopted from previous research studies (Daymount & Blau, 2008; DeTure, 2004; Fisher & Ford, 1998; Gerlich, Mills, & Sollosy, 2009; Wagner & Hujan, 2011). We will add additional questions regarding computer literacy, number of online courses taken, and online class dropout information. Our survey will also collect more detailed language information, i.e., whether English is the student's primary language and, if not, years of education in an English-speaking environment.

In conclusion, we expect the proposed research study to find that students who are accustomed to the social process of learning, who have inadequate language skills and computer literacy, and who have little or no prior experience with online/hybrid courses to prefer hybrid instruction over fully online instruction. Students' self-reports of their learning preferences will be collected, along with demographic and psychographic information, and these variables will be run against students' performance in a hybrid learning environment. Correlations between drivers and success factors will be measured. We expect our proposed research to provide a list of top factors contributing to student success in a hybrid learning environment for marketing courses. The information obtained from this research can then be communicated to students considering enrolling in hybrid courses, advising them about factors that can increase their probability for success in such a course.

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HOOTSUITE FOR MARKETING: TEACHING STUDENTS TO EVALUATE A BRAND'S SOCIAL MEDIA PRESENCE

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INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM PANEL POSITION PAPER

Social media are all around us. While the majority of us may use social media to participate in conversations with friends or colleagues, brands have been using social media to share content about their products, services, and deliverables while encouraging brand loyalty and engagement. It's a connected world, and it's no secret that social media allow us to have a global, open, transparent, and real-time approach at changing consumer behavior (Dutta, 2010; Sutherland & Ho, 2017).

The skills acquired through learning how to market and communicate through social media are important to employers. While social media has been used inside and outside of the classroom (Lepi, 2013), many students are not learning the ins and outs of how to monitor and evaluate their efforts (McCorkle & Payan, 2017). To continue to meet employers' professional demands, higher education programs in communication must give students an opportunity to learn and practice social media monitoring and evaluation strategies. In fact, social media marketing skills are in high demand from professional employers (McCorkle & McCorkle, 2012).

Although content may be shared in a variety of ways, as Jenkins, Ford, and Green (2013) explained, "If it doesn't spread, it's dead" (p. 1). Brands must have the ability to share information that resonates and makes an impression on their audience. Our students must be prepared to engage with stakeholders and learn from feedback and analytics in order to build brands. At the heart of creating engaging social media content is the ability to monitor and evaluate social media analytics (Kietzmann, Harmkens, McCarthy, & Silvestre, 2011).

Advertising and marketing practitioners have recognized strategic social media are "more than just posting creative content" (Niel & Schauster, 2015, p. 5). These practitioners question if advertising educators are preparing students for the principles related to social listening, identifying consumer concerns, and evaluating interactions through analytics (Niel & Schauster, 2015). Employers are wanting job applicants to have several external certifications such as Google Adwords, Google Analytics, and HootSuite's Platform Certification and Social Media Marketing Certification (Kumar, 2016).

In fact, Hootsuite offers an educational program designed to help instructors teach social media marketing using this platform. An instructor may register a class, and in return, Hootsuite provides multiple documents for social media integration into the classroom equipped with study guides, online tutorials, and access to a free Hootsuite certification (typically \$99). Hootsuite Academy allows instructors to showcase why social media measurement is important and provides students with the tools and strategies to use measurement in future careers.

Within a graduate level course focused on the strategic use of social media, an assignment was created to guide students through the understanding of social media analytics, monitoring, and tools. This assignment (available with a grading rubric) requires students to participate in a supplemental online tutorial and earn Hootsuite certification. Students are asked to submit screenshots of the Congratulations Page, share the news on social media, and provide a reflection of the experience and how it relates to the current coursework. One of the course's learning objectives is to enhance understanding of how to evaluate a brand's social media presence and how that might influence target audiences. This knowledge is crucial for anyone in PR and marketing to understand in order to adequately promote a brand.

Students are expected to connect personal or professional accounts to the Hootsuite platform as they complete the tutorials. From here, they understand the analytics surrounding each of their social media platforms. The ultimate goal is for students to have a more thorough understanding of strategic social media marketing and to equip the students with the tools necessary to apply social media monitoring and evaluation to their careers.

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TEACHING WITH CASES, MINI-CASES, AND VIGNETTES

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TEACHING WITH CASES, MINI-CASES, AND VIGNETTES PANEL POSITION PAPER

Cases, mini-cases, and vignettes can be utilized by marketing educators to help students develop a variety of skills. Educators can modify published cases, build their own, and utilize case based mini-simulations to enhance case assignments. In addition, case discussions can be enriched through the use of argument mapping and role play. The following sections outline these various strategies.

One essential skill educators and employers agree upon is the ability for individuals to have a strong foundation in critical thinking post-graduation (Paris, 2016). Unfortunately, many surveys results show that employers believe recent grads do not have the critical-thinking skills those employers expect (Paris, 2016). In order to increase critical thinking, case studies have been used in academia as a method to analyze a situation, consider root issues, compare alternative actions, and provide a recombination. While constructing a case, students are using their critical thinking skills. The case study method connects students to real-world problems and the complexity of a situation given the environment it is in (Brenner, Vincent, Jeancola, & Watkins, 2012). Using case studies can facilitate more profound learning reinforcing content knowledge. Students can feel connected to a case as it goes beyond simply learning new course concepts to practicing it.

Although case studies appear in many marketing textbooks, new editions are not always readily available and many case solutions can be found on the Internet leading to a rise in cheating instead of increasing critical thinking skills. A textbook case assignment can often be a lengthy process, somewhat similar to a test, so the opportunity to practice critical thinking skills is somewhat limited to a few each semester. To provide an opportunity for students to increase their critical thinking skills, vignettes can be used as discussion questions and mini-cases as shorter assignments increasing the amount of critical thinking assignments each semester. Interestingly, there are many situations occurring online full of complexity, some with video, viral posts, and much more content to support the mini-cases and vignettes. One such mini-case “Cyberbullying Goes Viral” about a child being bullied where the father of the bullied girl turned into the bully provides rich material and fosters interesting class discussion. Students feel connected to the mini-cases and vignettes because they can read all material online and see what has occurred in a real-life situation.

Case studies can also be developed with current business news articles instead of published cases. This gives a capstone business course a more relevant and integrative perspective. Cases can be created with a combination of current business news articles and related market share data, trend data, and infographics. The news and information can be combined to apply specific course concepts and models taught in class integrating the real world of business with course concepts. Copies of the news articles with all supplemental data and information can be copied and handed out in class to use immediately for an in-class activity.

Students can be assigned to read and analyze the case in class guided by discussion questions relating the case information to concepts recently taught in class. The cases can be designed to apply models and concepts gradually throughout the semester with the intention of integrating all models and concepts into a comprehensive case analysis at the end of the semester. Asking students to consistently analyze information using multiple course models and combinations of data to solve problems and make recommendations for real brands improves critical thinking skills and prepares students for the higher-level analysis required in the business world (Martin, 2007). The in-class activity engages the whole class in a productive and interesting task and gives students a welcome break from the lecture format (Colby, Erlich, Sullivan, & Dolle, 2011). This activity can also be used to prepare students for a comprehensive final exam that is like the cases they have analyzed throughout the semester. The final exam can include two or three

related news articles, and four or five sets of data related to the articles. The questions on the final exam can be designed to guide the students to apply the course concepts and models.

A third alternative to textbook cases is a case-based mini-simulation offered by the same publishers. Publishers are aware that case solutions can be readily found on the Internet for existing textbook cases and developing original cases can be time consuming for instructors. Therefore, they have begun to incorporate case-based mini simulations along with their textbook offerings. One such publisher, McGraw Hill, offers Practice Marketing™ (McGraw-Hill, 2018) mini-simulations along with Marketing (Hunt & Mello, 2018), a textbook used in principles of marketing courses and usually offered early in a business curriculum and marketing major. The advantage of cases offered in the form of mini simulations is that they are dynamic. While the data and materials for the case are available to all participants (students or student-teams) to dynamically use, interpret, and apply. Results vary based on how the key marketing concepts and business decisions are applied—there is no one right solution and solutions will not be found on the Internet. Mini simulations (like McGraw Hill Education’s Mini Sim) are purposely developed to take “no longer than 30 minutes to complete” and perfectly reinforce classroom marketing and business concepts.

Finally, case discussions can be used to develop effective argumentation skills and a deeper understanding of different stakeholder perspectives. Instructors can encourage students to use argument mapping (Kunsch, Schnarr, & van Tyle, 2014) to explain how they generated recommendations in written case assignments. Distilling arguments down to their basic parts: a decision alternative, supporting and contradictory evidence, and the projected impact of the decision, helps students understand how each element adds to the development of a strong, evidence based argument. Role play provides a way for students to understand the interests of multiple stakeholders. Instructors can assign each student a stakeholder perspective to present in the case discussion, regardless of the recommendation he or she made in the written case assignment. This allows students to examine the case from different perspectives which will be important for them in their careers when they will need to balance multiple, often competing, interests.

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INTERDISCIPLINARY INSTRUCTION: REACHING ACROSS BUSINESS AND OTHER DISCIPLINES

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INTERDISCIPLINARY INSTRUCTION: REACHING ACROSS BUSINESS AND OTHER DISCIPLINES PANEL POSITION PAPER

The body of knowledge incorporated within marketing covers a comprehensive range of topics from advertising, law, logistics, consumer behavior, products, packaging, pricing etc. By the nature and breadth of the discipline, marketing is inherently interdisciplinary both within and outside of the business curriculum. This panel will provide information from the voices of experience--instructors who use interdisciplinary practices while teaching. Panelists will share best practices and lessons learned.

Starting broad, one can begin interdisciplinary instruction with a curriculum design that supports it. The business faculty at the University of Denver have regrouped all traditional business courses (such as Accounting, Ethics, Finance, Law, MIS, Management, Marketing, Statistics) into seven new clusters, required to be taken by all MBA students. The first course *Foundations of Business Decisions* incorporated theoretical concepts and quantitative tools from Accounting, Microeconomics, Statistics, Marketing, MIS and Finance. Communication, leadership and managerial skills were developed in *High Performance Management* which garnered its components primarily from Management. Most of the marketing content (along with some from Management) went into *Positioning in the Competitive Environment* and Accounting techniques (with some from Finance) became part of *Quest for Quality. Managing in the Global Century* got its content from the international parts of the traditional business sub-disciplines, whereas *Values in Action* explored ethical, legal and political issues. In their final course *Integrative Challenge*, students solved a problem for a local business, by applying the knowledge acquired throughout the program. Integration of contents from multiple traditional courses into one course required team-teaching across department lines providing students with a true interdisciplinary learning experience. They were able to see the connection among various business sub-disciplines and learned how to develop integrated business strategies. However, this integration was not devoid of controversy which will be discussed during the presentation.

Business schools, much like the campus at large, tend to teach in silos (i.e., management classes focus on management issues and accounting classes focus on accounting) which often leads to a lack of integration across courses and contributes to students thinking of the courses as discrete, separate entities. Capstone courses sometimes are effective in integrating the material; however, sometimes they miss that mark. In addition, they can be taught by faculty who also think in silos. How can campuses break down the silos for faculty and students? One approach is team-teaching or coordinating courses so that multiple courses discuss the same topic, such as solar energy or water. Other approaches are to use guest lecturers or for faculty to engage in cross disciplinary research. Although cross-disciplinary teaching is encouraged, institutions often have disincentives for this type of approach. For example, team-teaching may not count as part of the faculty member's teaching load or faculty may be told that, although they can engage in interdisciplinary research, publications outside their area will not count.

A fruitful area for cross-disciplinary teaching and breaking down silos is Business Law and Marketing. Asking questions such as, what can a business do to protect its trademark either at common law or under the federal statutes? What additional protections do owners receive by registering their marks? Marketing tends to focus on designing an effective trademark but *what* can be trademarked? How can a business use spokespersons effectively? A great solution for merging these courses and ideas is to use business cases that illustrate multiple substantive areas. Two trademark case examples are: Kemp, D., Forsythe L. & Jones, I. (2016). Consumer Whore: Trademark, Dilution, Parody, and Free Speech. A Teaching Case. *The Journal of the International Academy for Case Studies (JIACS)*. Teaching case and instructor's note. Volume 22, No. 3, pp. 178-180 and Volume 22, No. 4, pp. 159-177 and Jones,

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Another way to assist students in realizing these connections beyond the business and other disciplines is to assign a reflection paper within the Principles of Marketing course. Instructions for this paper asked students to pick a discipline which was not in the business curriculum and explain how areas studied in marketing overlapped or could be applied to that discipline. Using content analysis 162 student assignments were analyzed. The results were grouped into four broad categories; Humanities and fine arts; Natural sciences and mathematics; Social sciences and history; and Professional studies and enhancements. Within these four categories the results were then further broken down by specific disciplines. Observations from the students reflected they gained an understanding and appreciation of how marketing concepts may be intertwined in other academic disciplines. The assignment provided the basic building blocks for reflection and assisted students in forming these interdisciplinary connections.

Interdisciplinary can be redefined to include, not just classes from across campus, but also involving various classes within the same field as well as student organizations to come together to reach a common overarching goal. Over the course of one semester, three professors across two disciplines collaborated with four classes (grad and undergrad) and two student organizations all of whom took on the challenge of rebranding Syscon International, an industrial manufacturing company in South Bend, Indiana. MBA students developed strategic marketing strategies to expand the business. The graphic design students, with the help of a student run design company, developed a new logo. The advertising students created individual pieces of advertising, an overall advertising campaign, and suggestions for helping to develop a stronger website while the E-Marketing class created social media best practices. Enactus students, an international student organization, were involved in the majority of classes which helped spearhead the direction in which the company should proceed. The overall project was a success but there were lessons to be learned. Issues to be discussed include client timeline versus student timeline, schedule coordination, strategic collaboration, professor coordination, and how to avoid working in silos.

In the classroom it is important to create a culture that affords students the opportunity to conceptualize interdisciplinary relationships. Appreciating interdisciplinary relationships allows students to examine the critical connections that will help them make better decisions and integrate a holistic perspective as they enter the workforce. This panel will discuss various approaches/issues integrating marketing across disciplines.

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SHOULD SIMULATIONS BE USED IN ACCELERATED MBA COURSES?

Patrali Chatterjee, Montclair State University

INSIGHTS FOR TEACHING WITH SIMULATIONS PANEL POSITION PAPER

Simulation as a pedagogical tool is widely used to complement traditional class lectures and case discussion to bring management education closer to reality, improve quantitative skills and develop decision-making skills. With hands-on decision-making through simulation, students are more likely to fully appreciate the complexity of the interaction among marketing mix components. Research shows that students engaged in simulations retain about more of the instructional content compared to lectures, audio-visual presentations, and discussion groups. Simulations provide the opportunity to measure student learning both in terms of direct measures (e.g., market share, revenues, profit, customer satisfaction) as well as indirect measures (e.g., planning, justification of decisions and team work). While there is an extensive body of research examining use of simulations in business education in regular quarter or semester (12-15 weeks) based MBA programs, there is a need to examine their effectiveness in accessing learning outcomes in accelerated MBA courses.

The rapid pace of change in corporate America, student desire to fast-track their graduate management studies without forgoing current employment opportunities have contributed to the popularity of accelerated MBA programs. Accelerated MBA programs were initially developed for executive students or students seeking graduate business education full-time, however regular part-time MBA programs now increasingly offer accelerated courses. Education researchers suggest that accelerated courses, running for five or six weeks, rather than for an entire semester, require a different strategy and organizational structure than a traditional 15-week course. This panel paper will discuss student performance in a pricing simulation (measured for Assurance of Learning (AOL) purposes) and in the accelerated MBA program marketing core course at an AACSB accredited business school.

The Masters in Business Administration (MBA) program is delivered in three formats: regular weeknight MBA (on-campus, 8-week courses, 24 months), executive weekend MBA (on-campus, 5-week courses, 21 months) and hybrid weekend MBA (4 on-campus-3 online, 7-week courses, 24 months). There were no significant differences in demographics of students and almost 82% are employed. It is a cohort-based program and students are strongly discouraged from switching formats due to differences in semester schedules and tuition rates.

The Pricing Simulation: Universal Rental Car V2 (<https://cb.hbsp.harvard.edu>) Harvard Business School Publishing was used to evaluate AOL in the marketing core course. Students make inventory decisions, weekday and weekend rental pricing decisions for three cities in Florida for 12 months in each round. During setup the instructor can select and switch between among 18 scenarios: demand (stable, declining, increasing), competitor pricing strategy (tit for tat, price to match demand, gradually increase prices) and seasonality (yes, no) making it a dramatic simulation where students have to identify the underlying demand and competitive scenario based on sales response to their decisions. Through interactive system and instructor feedback, students note applications and limitations of various concepts such as price elasticity, segmentation, role of pricing strategy on inventory planning, anticipating competitor reactions, marginal analysis of pricing decisions on firm profitability, and other concepts applicable to marketing strategy under competition. Students in Accelerated MBA played 5 rounds in class, while regular MBA students played 8 rounds during each class meeting.

There are numerous challenges to using simulations in an accelerated course, both for the professor as well as the student. The professor must fit in all relevant content areas, case studies, as well as earmark time for students to play simulation in each class and then provide timely feedback within the limited five week period. The latter is especially difficult in an accelerated format since professors teach them off-load, in addition to their regular course-load. Some instructors attempt to cover almost double the concepts and content each week compared to the regular course, others have redesigned their course to induce self-directed and problem-centered learning increasing student responsibility and ownership of their learning process. Similarly, students too often find it difficult to achieve a satisfactory work-school-life balance and many wish they had more time to “warm up” to the simulation and more time and rounds to

play simulations. In addition to full-time employment, many students often take three accelerated courses at the same time and face the daunting choice between simply completing assignments to simply meet standards rather than aim for successful mastery of the content.

The MBA program committee has determined five learning goals and nine sub-goals for Assurance of Learning for AACSB certification purposes. The simulation performance and associated strategy exercise were designed to measure LG4: Our students will be able to apply strategic and innovative thinking to make effective and rational business decisions. The two sub-goals include: LO4a: They will know how to acquire and synthesize data in order to analyze choices and assess performance and LO4b: They will be able to generate and evaluate ideas and formulate reasoned solutions to problems. LO4a required students to use information from the simulation dashboard to calculate price elasticity for each segment each month to estimate next month demand and calculate the profit maximizing price given competition and articulate their chosen strategy profit or market-share maximization. LO4b required analysis and accounting for the impact of competitor's reactions on price and inventory planning, the competitor's strategy and whether they changed their pricing strategy to counter the competition. The program targets were that 75% of students would meet expectations with performance score of 80% or more on one of the learning goals LO4a or LO4b and 10% would exceed expectations with performance score of 90% or more on both of the learning goals LO4a and LO4b.

AOL measures for the accelerated course measured in Spring 2014 showed that 69% of students met expectations with performance score of 80% on LO4a or LO4b, which was significantly lower than performance in the eight-week regular MBA course. Surprisingly, 14% exceeded expectations with performance score of 90% or more on both of the learning goals LO4a and LO4b which was statistically similar to the regular course! Further examination showed that student performance improved with experience however gains were steeper after 5-6 rounds. Feedback from students supported the fact that many students were overwhelmed with the dashboard information and did not have time to make connection to concepts covered in class, leading to "analysis paralysis." Actions to address the performance gap for the AY 2015 and 2016 included: i) allowing students to practice simulation at their own pace for the first week, ii) adding practice problems with information similar to the simulation to improve their ability to make connections to concepts covered in class to improve LO4a, iii) requiring students to use the online discussion board to answer how they identified competitor strategy and comment on peers' posts (leverage collaborative learning) to improve LO4b, and iv) discussion on how they were using the cost data provided in the simulation and how the effects of fixed and variable costs differ in their impact on profitability. Instead of individual feedback, the instructor graded each student's post (Canvas can be set so students have to submit answers first before they can see other's comments) and provided explanations for erroneous answers. AOL measures in Spring 2016 indicated that 77% of students met expectations with performance score of 80% on LO4a or LO4b, and 17% exceeded expectations with performance score of 90% or more on both of the learning goals LO4a and LO4b. In conclusion, allowing students to experiment with the simulation without penalty, providing multiple pathways to connect pricing theory to simulation, and using collaborative learning from peers' thought processes and experiences can improve overall student performance in simulations in accelerated courses.

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USING SIMULATION TO IMPROVE ANALYSIS SKILLS

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INSIGHTS IN TEACHING WITH SIMULATIONS PANEL POSITION PAPER

The University of South Florida Muma Business College has as its stated goal the development of graduates with particular skills in both analysis and creative thinking. The Department of Marketing has a second undergraduate course in marketing required entitled marketing management. That particular course provides a student with a second general introduction to marketing where the emphasis is on specific management skills including developing marketing plans and learning how to operate within a marketing environment using various analytical skills to further the success of marketing operations.

The author has built the course around the PhamaSim marketing simulation marketed by Interpretive Simulations of Charlottesville VA. This particular simulation is a benchmark type and has students managing the marketing operations of an over the counter cold medicine firm of substantial size. The students complete 10 periods of the simulation in team format and have a myriad of considerations typical of that type of business. In addition each period has a unique tactical problem that impacts their performance over and above other decisions they make.

A stated goal of the course is to integrate previously learned, primarily financial and accounting tools, but also statistical tools into the management of a set of marketing processes in order to improve the performance of those processes and the decisions that are made within the processes. Students also consider such concepts as price elasticity and other economic concepts.

The course begins with an introduction to marketing planning which also serves as a review of basic marketing concepts. A book, the Marketing Plan Handbook by Chernev is used as the reading for the students and provides them with a succinct model for planning marketing activities. The course then goes on to introduce the concept of marketing analytics using a book by Stephan Sorger, Marketing Metrics: Strategic Models and Metrics which gives the students some background into current ideas on using metrics within a marketing context. This provides core knowledge for the students above and beyond what they experience in the typical introductory course.

The students are then introduced to simulation and how it works. At this time the instructor also presents a set of spreadsheets geared to the simulation and integrates some of the core knowledge into the simulation. Each student on an individual basis gets to run two practice periods with two changes allowed or a total of six periods which do not reflect back into the starting point of the simulation. At this point the instructor introduces the concept of experimentation and works with the students to define experiments within the simulation and related to some of the metrics within the simulation as well as what they develop within the core knowledge they have been exposed to. Since most teams have four members each team and run a total of 24 periods and build an experimental profile to understand how the industry works since they have no experience. Here we pay special attention to some economics principles such as price elasticity and integrate the financial and accounting concepts from the simulation into a meaningful analytic scheme.

Based on what the students learn they then have to develop their first marketing plan. The students don't have enough real data to do much more than learn how to construct and present a plan so the purpose of the first one is for them to learn how to construct one and start thinking about what they need to know to do it correctly. They do the best they can given the data they have. The students then run four periods of the simulation. At the end of that the instructor gives them a set of analytic exercises to do build around a set of about 20 questions they have been introduced to previously. They complete the exercises using the data they have from the four periods they have just run.

Based largely on the results of that data the students then construct a business plan for the last six periods and use it to run those six periods. They then make a formal group presentation which has two components. The first relates to their reflection on how well they did and why. The second is centered on what they would do for periods eleven to fourteen.

Based on the development of this strategy over four semesters with numerous changes over time it does appear that goals are being met. Since the simulation is benchmark the students do not compete directly against one another so that results compared across teams do not involve any aspect of zero sum games. A larger percentage of teams are performing better over time and based on presentations this appears to be they have done a much better job of applying analytics within the simulation and examination of their second plans indicates increasing improvement in general in meeting and exceeding those plans. An analysis of the final presentation reflections indicates an increasing understanding of what value analytics provides in running a business and even those teams who are not as successful seem to figure out why, at least to some extent.

Building analytical and planning skills can be done many ways. This section is the only one at Muma/USF that uses this technique. The others have students develop lengthy business plans, usually for an outside business of some sort and they learn analytics within that framework. There are pros and cons to the methods. The advantages of using the simulation are several. Students learn to develop the basics of a business plan and link analytics within a constrained environment whereas using local companies or other companies based on secondary data provides an almost unlimited set of factors to consider. The argument is simply limiting factors allows the student to learn within the environment and they can ramp up to include more factors when the need is there. Any simulation has limitations not the least of which is the ability of the student to “game” the simulation versus using it to learn and achieve the goals of the course. This simulation is difficult to do that, but not impossible. On the other hand the simulation has a significant amount of realism and is a business that most students have some familiarity with.

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USING A MARKETING SIMULATION GAME AS A VEHICLE TO ASSESS ACHIEVEMENT OF ASSURANCE OF LEARNING PROGRAM GOALS

William J. Wellington, Odette School of Business, University of Windsor

USING A MARKETING SIMULATION GAME AS A VEHICLE TO DEMONSTRATE ACHIEVEMENT OF ASSURANCE OF LEARNING PROGRAM GOALS: A POSITION PAPER

Business simulation games have been proposed as tools for assessing achievement of Assurance of Learning Goals in accordance with meeting AACSB (Association for the Advancement of Collegiate Schools of Business) accreditation standards (Tate et al, 2009). Despite this assertion, there is a paucity of published studies reporting on business simulation gaming and the means by which they are actually used for measuring the achievement of AOL Program learning goals. For example, Wolfe (2016) a leading author in the Business Simulation Field reports on game playing and achievement of AOL goals. Wolfe (2016 p. 206) concluded that game play alone is an “incomplete evaluator due to subject non-involvement”. This panel paper will report on how a marketing simulation game exercise was employed as a vehicle to assess the achievement of three component sub-goals linked to two AOL program goals of a Master of Management Program (MoM) at an AACSB accredited Canadian Business School.

The MoM Program is a course-based program which is 97% composed of International Students taking 13 courses over a 16 month time period. For the purposes of Assurance of Learning, the MoM has the following four program learning goals (LG) composed of 16 component sub-goals: LG 1: Decision Making & Problem Solving: Master of Management students will undertake decision-making exercises to develop and demonstrate educated decision-making skills (5 component sub-goals); LG 2: Interpersonal Capacity: Graduate students will demonstrate a capacity for interpersonal interactions (3 component sub-goals); LG 3: International Business Knowledge: Graduate students will demonstrate understanding and knowledge of international business issues (4 component sub-goals); and LG 4: Social Responsibility: Graduate students will demonstrate an understanding of social responsibility within the business context (4 component sub-goals).

The progress of the program towards achievement of the component sub-goals to support the overall achievement of the four learning goals is measured in multiple courses throughout the time frame of the 16 month program. In the fall of 2016, AOL component sub-goal measures were undertaken in the Marketing course of the MoM program. There were three course sections open to course-based Master Program students which were taught by the same instructor and subscribed by 191 students of which 95 were MoM students. Only the performance of the 95 MoM students were evaluated against the AOL component sub-goal program objectives.

The Links Services Management Simulation (www.links-simulations.com) was used as a vehicle for learning and AOL testing in all three sections of the MoM Marketing course. Students made six sets of decisions as part of the simulation exercise. Each of the decision sets involved deciding on a complete marketing strategy for two services products. The simulation exercise and its evaluation were structured to test three AOL sub-goal components associated with two program learning goals. These learning goals and their sub-goal components were:

LG1.5 - MoMs have implemented and acted upon decisions; which was measured by teams as the quality of simulation game performance (game earnings performance) and quality of simulation reporting (report grade).

LG2.2 MoMs have constructively participated in team activities when appropriate; measured individually by a CATME (Comprehensive Assessment of Team Member Effectiveness) peer evaluation exercise for teamwork skills.

LG2.3 MoMs have communicated effectively through a variety of media channels; which was measured individually via a presentation of the simulation experience assessed by a standard presentation instrument created by the business program specifically for AOL testing.

The program targets of the MoM are 80% of the students should achieve at least 80% performance (80/80). The resultant scores were as follows: LG1.5 Both game earnings performance and report quality were considerably below 80/80. For LG2.2, the MoM students were a bit below 80/80 and finally, for LG2.3 the achievement level was considerably above 80/80.

More important than assessing the achievement of program learning goals is the response undertaken when they fall below the targeted levels. For example, during the 2014 Fall semester LG2.3 was assessed in the same marketing course at a level below the 80/80 threshold. Subsequently, the MoM program required its students to go through a training workshop on communications during program orientation in F2015. This workshop then evolved into a communications course which was added to the program in F2016. The cohort for the F2016 marketing class had been exposed to the Fall 2015 orientation workshop on presentations and these students had also been undertaking presentations in a number of other classes so the achievement of LG2.3 seems to have been supported by the program changes. In contrast, the teamwork evaluations with CATME in F2016 were first-time experiences for many of the students. Despite this, the overall performance was very close to the desired target. This was expected because a teamwork exercise was part of the F2015 incoming student orientation. A debrief of students who had not measured up well in the CATME evaluation indicated that many of the students had missed the teamwork workshop, many had not experienced much teamwork in their past undergraduate programs and some indicated they were unsure of what the expectations of teamwork were. Consequently, the program administrator decided to embark on the development of an online teamwork workshop to be delivered during initial program orientation in F2017 to supplement the normal live workshop which has traditionally been delivered. The intent of the dual delivery is to require all incoming students to undertake a teamwork exercise to enable them to participate in teamwork effectively from the outset of the program.

The LG1.5 quality of reporting scores involved assessment of report scores which were totaled over multiple sections of a strategy report. The relative scores of the various report sections can be analyzed to determine which reporting areas were weak and needed to be worked on for improvement to meet the AOL component standard. The game performance scores were based on relative performance amongst the teams so meeting the performance standard of 80/80 was likely an unrealistic expectation so a change in measurement is likely called for. The performance criterion could be redefined with a cut-off such as achieving positive earnings or meeting a minimum predictive accuracy value. The idea of meeting these minimum scores would be based on the notion that understanding the underlying forces affecting the team's performance indicators be assessed as the desired performance outcome rather than relying on the simulation game's grading assessment system. This approach would be consistent with Wolfe's (2016 p. 206) conclusion that game play is an "incomplete evaluator" for Assurance of Learning.

In conclusion, when used as a "vehicle" to showcase a number of learning goals and associated sub-goals, business simulation games can be effective for assessing the achievement of AOL program goals for business programs.

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ENGAGING STUDENTS IN MARKETING STRATEGY

Candy Lee, Northwestern University
Ursula Y. Sullivan, Northern Illinois University
Michael Walsh, West Virginia University
Michelle Zimmerman, Gannon University

INNOVATIONS IN TEACHING MARKETING STRATEGY PANEL POSITION PAPER

Marketing Strategy is often taught as the “capstone” course for Marketing undergraduate students in many universities and colleges. The primary function of the course is to “put it all together” so marketing majors can see how all the marketing and business disciplines work together to effect change. In the same way, the Marketing Strategy course at the graduate level serves to allow students the opportunity to integrate the many concepts covered in marketing in a cohesive way. In this session, we present some ideas for teaching marketing strategy at both the graduate and undergraduate levels that reinforce marketing concepts while keeping them fresh and exciting.

Candy Lee, Northwestern University University students, anxious about work and outcomes, are stressed. One way we could make school more fun – and more hands on and relevant – is to minimize the use of mid-term and final exams. Being able to cram for a test (and we all have done just that) does not guarantee long term memory of an answer. Creating a project, though, ensures student understanding and demonstrates contextual relevance. Examples include a Shark Tank-like exercise and each student team shows business understanding by developing the investor pitch. Providing students the opportunity to work with community partners to showcase a project also provides fun learning. In one of my classes, students are in 8 teams and work with eight local firms to create a marketing plans for the clients including multimedia.

Teachers could assign more multimedia and visual work, from crafts to videos. In one of my classes, students design a sales strategy visual for a candy bar they invent. They have fun while analyzing the complex solutions required in a new product launch. They could have read a textbook and answered exam questions, but the learning wouldn't have been as much fun nor do I think they would have recalled the information as readily.

Including games in the classroom stimulates fun and excitement. Our students have grown up on games. Games provide active learning, foster friendly competition, encourage abiding by rules. The word strategy derives from military maneuvers and includes tactics and campaigns. Games provide participants an opportunity to consider strategy and practice differing methods of reaching a winning outcome, thus encouraging critical thinking. More importantly, games allow students the freedom to fail and play again, a more skillful way to teach resilience. There is always talk of accountability in education, but games ensure that there is a goal, winners, and a measure of performance. Many games provide degrees of difficulty so that players can proceed to new skill levels, representing personalized learning.

Ursula Y. Sullivan, Northern Illinois University Very recently, NIU designated Marketing Strategy as a course that students can take to fulfill the writing component for their degrees. The “writing infused” classes must have a specific amount of writing as part of the course curriculum. Many education experts agree that students must know how to effectively communicate if they are to excel in their lives after they leave the university.

I have always had a large component of the requirements focused on writing. Marketing strategists must be able to articulate their ideas for moving companies ahead and for convincing others to follow. By making compelling and well-reasoned (and supported) arguments, marketers will be able to achieve the strategic goals they have for the companies they manage and lead.

In my own course, students write three individual case analyses, three individual guest speaker memos, and three group-level reports on a specific company. This is a lot of writing! To manage all of the writing, I have developed various rubrics to allow for consistent formats and grading of the required components. In this session, I will share the various types of writing and the rubrics associated with them, in order to simplify grading while still ensuring the learning of the course concepts associated with Marketing Strategy.

Michael Walsh, West Virginia University For the last few years, I have taught Marketing Strategy in WVU's graduate MBA program. As part of that, I have struggled to balance the need to teach the "fundamentals" and theories that represent the foundation of our discipline with the desire to integrate "what's new" in the field. This has taken on increasing urgency as marketing continues to change at warp speed and educators are challenged to integrate an increasing volume of new theories, methodologies and tactics.

To integrate "what's new" into my course, I require my graduate students to read a scholarly article that has been published in one of the leading marketing journals (e.g. *Journal of Marketing*, *Journal of Consumer Research*, *Marketing Science*, and *Journal of Academy of Marketing Science*, published within the last three years). The student must prepare a brief 3-minute presentation that summarizes the article ("what was studied," "how was it studied," and "what were the findings?"). I end class 5-10 minutes early and conclude with 1-2 students presenting their article.

This is a work in progress...and was only introduced this summer. To date, students have responded well to the assignment. I have intentionally kept the guidelines vague...allowing students to select any article of their choosing. Presentations to date have been quite eclectic. By the end of the course, students will be exposed to a solid grounding in marketing fundamentals complimented with 32 cutting edge papers. This idea was inspired by Bill Wilkie's work at the University of Notre Dame. You can read about Bill's efforts in the December 2016 issue of *Journal of the Academy of Marketing Science*.

Michelle Zimmerman, Gannon University Client-based projects in a graduate strategic marketing management course provide an opportunity for students to apply marketing concepts to real-life business situations, develop consulting and research skills, and gain relevant marketing experience by working on marketing challenges faced by small local businesses and nonprofit organizations. Small businesses often need marketing assistance. The small business owners or managers may lack marketing expertise and have limited budgets which prohibit marketing activities. These limitations may make it difficult for them to identify their marketing problems.

Using client-based marketing plans has been an excellent way to engage students. They are excited to work with local businesses and apply broad course concepts to specific challenges and understand the practical implications of working with limited budgets and staff. Students learn from their own project as well as from the experiences of the other project teams. Preliminary marketing plans and presentations are critiqued by their fellow classmates. Students also self-assess and rate the contributions of team members. An additional challenge for faculty is to determine how to fairly assign grades to the team members.

Formal presentations of the marketing plans are made to the business owners/managers and faculty. The nature of the business and the local or national economy, target market and final recommendations with supporting research and data are presented. Letters are requested from the client organizations to indicate their level of satisfaction with the marketing plan recommendations. Positive feedback has been received from both students and client companies. Satisfied clients create positive relationships between local businesses, nonprofit agencies, the university and the community. Further follow-up will be necessary to see if the companies are successful in implementing the recommended marketing strategies and if they benefit the organizations.

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HOW TO START A SCHOLARSHIP PROGRAM

Nora Ganim Barnes, University of Massachusetts Dartmouth

DOING MORE WITH LESS: THE VALUE ADDED PROFESSOR PANEL POSITION PAPER

Studies over the past three decades, link financial incentives with academic performance, effort, attendance and retention. At the same time, students are graduating with a record amount of debt. This would appear to be an ideal time to launch a new scholarship program. Regardless of any existing programs, expanding financial assistance is always a great idea. By starting with a small number of scholarships, you can take time to develop a program over time. This paper proposes a process for planning and maintaining a scholarship program.

Step 1. Planning

The scholarship program can be based on merit, financial need, targeted to a specific cultural group or geographic based group. It could honor students with specific accomplishments on or off campus or award students who excel in some activity. The scholarship can be based on submitted essays on a given topic and open to a specific major or might be broader. It might be some combination of these. Other things to consider:

- The scholarship program should have a name.
- Determine the duration of the award (one-time vs multi-year award).
- Determine the terms of the scholarship. Who is eligible to apply? When is the award accessible? Does it apply to online classes, summer classes, classes at other schools?
- Set a timeline for fundraising, advertising, evaluating applications and awarding the scholarships.
- Planning should begin early in the academic year with the goal of awarding the scholarships in the Spring.

Step 2. Funding the Scholarship

Your program could be a vehicle for memorial scholarships that alumni, faculty or others may be interested in funding. You might notify and invite stakeholders with the opportunity to lend support in the name of a special person. Local businesses could be invited to participate with a scholarship in their name. This would be especially attractive to those businesses seeking a relationship with the school for interns or employees, since they may be able to receive tax benefits for participating in your scholarship program. Make sure you have an account set up for the donations and that your financial aid office provides you with guidance on the school's tax exempt number, and process for acknowledging these donations. Additionally:

- Make a list of perspective community businesses/organizations.
- Get a list of alum.
- Set up a website sharing information about your scholarship program.
- Draft a flyer, letter, email blast providing the link to the website with instructions on how to participate.

Step 3. Provide An Incentive Both For Donors and Applicants

Both donors and perspective applicants must be enticed to participate. Some marketing messages to use:

- Donors may be more willing to give if they know they will have the opportunity to meet the recipient of their gift.
- Students might be more likely to apply if they know the amount of the awards and the terms.
- Both may be motivated by a nice dinner at a local restaurant with a short program and possibly some local press coverage.
- A guest speaker, local celebrity or special guest might elevate the attractiveness of the event

Step 4. Creating the Application and the Evaluation Criteria

The application should be designed to collect all of the necessary information to make the award decision.

- You will need an email address for all follow up communication as well as GPA, year in school and any other information that might facilitate decisions.
- You might provide a topic for an essay.
- The application should explain the scholarship program, give the deadlines for submission and the date of notification once the decisions are made.
- The application should also include any requirements necessary to receive the scholarship. Do they need to be full time, undergraduate, in a certain major? Do they need to be available on a certain date for the award ceremony/lunch?
- Have a plan for disseminating the scholarship applications both electronically and through hard copy, putting it up on the financial aid website as well as your own, and start early enough to allow time for follow up notifications.

Step 5. Making Selections and Notification

It is important that the process remains on schedule and that applications close at the prescribed time. In addition:

- A small committee should meet immediately after the deadline (assuming enough applications are received) to review the applications and make recommendations. If more are needed, follow up email blasts can encourage applying.
- A list of those receiving awards and those who did not should be created.
- Two letters will go out via email, one congratulating the winners and reminding them of the time, date, location and dress code for the awards ceremony. The other will thank the students for applying and telling them that the process was very competitive and decisions were difficult. They should be encouraged to apply again in the future.

Step 6. Presentation of the Scholarships

The presentations of the scholarships can be as low key as an afternoon invitation to award winners and donors to a short program in an available conference room with drinks and desserts. Lunch or dinners at a restaurant or other options are resource dependent. The scholarship awards could become part of other programs and be presented with the honors awards, for example. One east coast school hosts a Celebrity/Scholarship dinner where winners come for free, tickets are sold to the public, and the celebrity awards the scholarships with the donor. This concept encourages donors who enjoy taking the stage with the celebrity. There are a host of speakers' bureaus that can help locate an affordable celebrity for this kind of event. Expect to start with a limited number of scholarships the first year, and to grow the program each year.

Anyone can start a scholarship program. Just a few scholarships go a long way to help our students. For all of us trying to do more with less, scholarships are a great way to engage others, provide assistance and contribute in an important way. It is doable for anyone who might be looking for a rewarding challenge that is ultimately a win for all involved.

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BEHIND THE 8 BALL: THE EDUCATION OF AN EDUCATOR

Frederick B. Hoyt, Illinois Wesleyan University

DOING MORE WITH LESS/THE VALUE ADDED PROFESSOR PANEL POSITION PAPER

When I returned from the MMA conference last fall, I was angry, disappointed, and embarrassed—by what other Universities were doing, and what mine was not. Fact of the matter, as I gathered my AMA chapter together, is that we are “behind the 8 ball.”

“What do you mean,” my president questioned.

“Simple. IWU students take 32 courses; the rest of the world takes at least 40 for a degree. Only 12 of those classes can be in the major—except we do not have a marketing major. And while lots of programs offer at least two courses in social media and/or marketing analytics, we offer none. And here’s what we can do to close the gap, because right now, you’re ‘behind the 8 ball.’

In addition to crafting our existing program to deliver a marketing major (still born so far), I also sought to give birth to an independent study that responded to market needs and student needs. I proposed the following: Marketing 339: Seminar in Marketing—Current Trends in Marketing

“This seminar in Marketing will use technology to focus on four current topics, themselves creatures of the new technology: Marketing Analytics, Excel, Social Media, and the changing nature of the sales force. The instructor will facilitate and vet the programs used, which could include Coursera, the AMA elearning modules, and the nationally-recognized certifications offered by Excel and Hubspot. The course will meet Thursday night, but the instruction will be self-paced. This course is being offered in connection with the introduction of the Marketing major, and should further our discussion of what new truths might be included and how to deliver them. It will be limited to 15 students. Ideally, a Curriculum Development Grant will be used to cover any costs incurred.”

The straight line got crooked when my chair noted that if I taught a seminar, I would either have to get paid or give up one of the courses I taught. I wanted to do neither. And I wanted to learn the material myself.

Hence, what emerged was a word of mouth campaign to enroll seniors in an independent study themed “Lifetime Learning Starts Now,” that would educate them—and their instructor. As I explained, my last online course was 1954, and was a Chicago Junior College course on the use of a slide rule (which I had to explain was a “computer” that failed only when I left the bamboo instrument in the rain).

The target of seniors was deliberate: having had internships, they understood why they needed the skills (which would hopefully provide motivation for the self-paced dimension) and convenient as well—I teach mostly seniors.

The AMA chapter served as a beta test group. We used our meetings to vet programs: Excel, Hubspot, and Coursera, which provided recommendations for the independent study.

When the semester started, I had over 20 seniors enrolled. The initial charge was overly ambitious:

“I expect to be able to have sessions on Thursday night beginning next week. I will also be sending more information soon, as I have time to put a syllabus together, but I suspect that the course will evolve using logical incrementalism.

“Here's what I think right now:

“We will start with excel. You can choose where you need the instruction, since almost everyone has programs. I'll make some suggestions later today or tomorrow to get you going.

‘A second topic will be social media marketing. The AMA has a series of programs that are half price for members. The cost of membership and member price is about the cost of the nonmember program, so I'd suggest becoming an AMA member. We can discuss how much of it you'd like to do.

‘In connection with that program, the Career Center and AMA are hosting Jessica Shull in early February on using social media professionally (i.e., to find a job). That will be on our calendar, too.

‘The third topic will be Hubspot and inbound marketing. That's also a certification course (free). In connect with that topic, I'm going to ask LeeAnn Hughes, the new VP Marketing and Enrollment, to come to our meeting.

‘Finally, we'll be doing one of the marketing analytic programs on Coursera. Some are free, unless you want the certification, in which case it will cost \$80. We previewed several last semester, and we'll decide which one (or ones) will suffice to meet your needs.

“As you can tell, this class will depend a lot on your self-motivation, and your ability and willingness to work on your own. I look at the Thursday meetings as an opportunity to motivate and share and keep you on task.

“Complete the programs and the grade will follow nicely. Complete the program and you will have learned how to learn after IWU.

“I'm looking forward to the experiment. Lifelong Learning Starts Now.”

What were the results and the feedback?

It was overly ambitious. We settled on 3 programs: Excel (there had been a great demand for a course on Excel, but as I pointed out to the students, “You’re not baby birds; get out of the nest and fly”); Hubspot Inbound; and a choice for the third, since I had not only marketing but a number of finance students in the class as well. My choice was Marketing Analytics. The combination of free, or low price, was useful in attracting students.

All took 3 courses, and everyone finished at least two certifications. The Excel programs took longer than I'd allocated, and were I to do the program again, I'd require Excel certification as a prerequisite.

The meetings were sometimes useful in exhorting dedication, sometimes not. Several students thought they would have done better had we met more regularly. The self-pace cut two ways; students were relatively free to do the work, or not.

For the Analytics, what I found (as did most of the students who opted for that program) was that it would have been useful to have a “person” to talk to.

It was one way to do “more with less,” and reduced the 8 fewer classes (the 8 ball) to 5. Perhaps more important, it let students realize that they not only will have to learn outside of classes, but that they can do so. And so can I.

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VALUE ADDED THROUGH REAL WORLD READINESS

Stephanie Jacobsen, Bridgewater State University

DOING MORE WITH LESS/ THE VALUE ADDED PROFESSOR PANEL POSITION PAPER

While a faculty contract requires us to teach a certain number of courses, advise a certain number of students and then some combination of research and service, there are other things we can do that fall outside our job description that can offer added value to students. This paper specifically discusses the idea of getting students ready for the real world by offering advice and assistance on career related activities. Guidance on how to incorporate this into class time or personal advising sessions is offered.

As a professor there is an endless list of things I would like to do for my students that are hard to accomplish during a 50-minute class period. As I get to know my students better, I can begin to see challenges that are unique to them. There are things they would like to be learning, questions they would like answered that they are either not willing to ask or not sure who to seek advice from. I have worked at several schools and the needs of students differ greatly. If there are challenges that you can see your students have, sometimes there are things you can do that are above and beyond the scope of teaching the subject matter. I am aware that some of these things can be done by other people. If your school has a career services center, internship office, faculty advisors, or mentors, some of these may fall under their purview. If you feel you can offer added value in one of these areas or offer greater assistance, these are things you can do to help students become more real world ready.

Career guidance. I think career guidance is something we should be incorporating into every class and something all advisors should be doing. That being said, with many advisees and lots of course content this is not always doable. So what specifically should we focus on? Students need to learn what careers are available to them. As a marketing professor I am keenly aware of how many of my students use search terms for marketing jobs that eliminate many of the more unique and interesting jobs that would appeal to them. Students should understand that “marketing manager” is not necessarily a job they can find, or are qualified for.

There are many ways to help with this. With advisees we can ask what their goals are and how and where they would like to end up. This at least helps us to establish a baseline of what they are interested in. This also lets us learn how realistic the students’ expectations are and if they have a defined path for getting there. It is crucial that we highlight job skills so students can match what they are good at with what they would want to do at a job. Do they hate sales? Do they enjoy public speaking? These keywords can be far better job search terms than marketing manager. Knowing the type of student can help point them in a more relevant direction and as faculty in the field we should be more aware of the types of jobs they could have than a career office for an entire university.

Career guidance can be incorporated into the classroom by having students do a SWOT analysis of themselves as an assignment. This lets them see what their strengths are, and what weaknesses they should work on. Most job interviews require them to share these things and typically students have no idea what they are. Another assignment that can help with this process is having them highlight their own competitive advantage. Being able to better understand what sets them apart is important and will help them differentiate themselves from all of the other college graduates they are competing against. Most textbooks should have a chapter that discusses possible career options in the field. Listing a few is not going to help give students a direction. We need to seriously emphasize what those jobs are and how to get them. Are internships necessary? A Master’s degree? What is the starting salary?

Resume help. If you have an excellent career resource/services center, then you may not have any need for this. My school actually does have a great career services office but my students still struggle with resumes. If you are able and feel it is something you would like to do, you can have students send you resumes for you to read. This is especially important if you have a class project or a course itself that gives them relevant experience they could put on their resume. You are the best source for how to highlight the skills and experience they have gained. This may be as simple as writing it out on the board for how to add it to their resume, or letting them email you the resume once they have added it to make sure they have done it correctly.

Internships and Jobs. Sometimes students want to get an internship or are looking for relevant work experience. In marketing that can be tricky as many internships and entry level jobs are sales jobs that are less than enjoyable, disguised as exciting opportunities. Students graduating with a degree may not be sure of how to tell if a job is strictly sales, or if it is in fact a job for a “college graduate.” You can help them by covering this in your “jobs in the field” class day, or by allowing students to send you or bring in job descriptions.

You can also offer further assistance with practice interviews/interview prep. Many students have difficulty speaking face to face with someone in an interview. If they can talk to you first about typical interview questions, what to wear, when to show up and how to interact, they will feel more confident and prepared when going in. Plus, we have years of experience interviewing and being interviewed that we can offer them. If they are students you have in class or advisees, you may know them well enough that you can help them decide what to highlight or emphasize that will best position them for the job, or what skills they gained in the classroom that make them more prepared.

This additional support may seem like too much handholding or like unnecessary work when there are others who can take on this role. I would argue that career advice in your field should not be left to someone outside of your field. I would also argue that it doesn't take long and that you are uniquely positioned to help your own students based on your knowledge of them/relationship with them. It is much harder to expect someone who has never met them to be able to form a relationship with them and understand them enough to offer valuable advice. That being said this isn't for everyone. If you do not feel qualified to help or discuss these topics, than it is better to direct students to other resources. If you teach large classes where you are unable to get to know students very well, you may not have the advantage of any personal knowledge of them in order to help. Lastly, you may not have the time or willingness to do this and that is okay too. This may not be something your students need, or maybe something they can seek advice from others for.

I have incorporated some of these methods into my courses for several years, as one of my main goals as a teacher is to prepare my students for the real world. I do this by improving on skills they need for the job market (public speaking, critical thinking, creativity) and by giving them concrete real world experience through class projects. Over the past year I have increasingly added these strategies as I have seen a significant need for them with my students. Many were stopping in and asking for help in these areas. If you are seeing a similar trend and if time allows than you may want to try my last strategy: **Designate a class day/seminar.** If you can and you have the time (and are teaching the right course), it may be worthwhile to take a class period (or design a seminar) to work on these things, as opposed to doing them outside of class-time.

You should come prepared with key talking points about major areas they may or may not be familiar with: types of jobs, search terms (and sites), types of internships, interview prep, what to wear, resume help, graduate school (or come up with your own that would be relevant for your audience). Let them come prepared with questions and bring their resume. You do not have to do all the work and you will be surprised with how many questions they have. They will thank you... and they will now know to send a thank you note after their interview.

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YOU'VE HEARD OF FIFO AND LIFO, NOW TRY FILO (FIRST IN, LAST OUT) FOR ENHANCING THE STUDENT/PROFESSOR TEACHING EXPERIENCE

Lori L Lohman, Augsburg University

THE VALUE ADDED PROFESSOR PANEL POSITION PAPER

The educational experience for many college students is stressful and can be confusing, especially for incoming freshmen. In addition to being away from home, perhaps for the first time, there is a whole new set of experiences that come with making the transition from high school to college. Many colleges have some sort of a freshman seminar course to help students make the transition to college academic expectations and to develop a relationship with a professor. Where I teach, that first-year experience manifests itself as a program called the Augsburg Seminar, or AugSem for short. This seminar is paired with a class in the student's stated academic major, in this case marketing. I have been teaching this seminar and the paired Principles of Marketing section for four years and have come to enjoy a program that I initially tried to avoid at all costs. Sadly, because of the additional work involved, some other professors have adopted a similar attitude, which is unfortunate because the rewards of teaching in the program are so much greater than the stipend we receive as compensation. As I also teach the very last course that students will take in our business program, called "Vocation and the Meaning of Success," I have been privileged to witness the entire college student life cycle, from uncertain freshmen to confident adults ready to enter the business world. In other words, I practice FILO (First In, Last Out) in developing my relationships with students. I am the first professor they meet when they arrive, and the last one (theoretically, at least) when they graduate.

At first, I struggled with what to include in the AugSem part of my teaching responsibilities. The stated purpose of AugSem is threefold: "To facilitate your transition to college life; to introduce and connect you to the larger Augsburg learning community, and to help you become a more self-reflective learner." I tried to put myself in the shoes of a parent of an incoming student, so I positioned myself at our university's state fair booth and asked parents who stopped by "What do you want your child to know about college?" Admittedly, this was a convenience sample, but I learned a lot. I also plagiarized freely from the then-AugSem director's syllabus, and eventually I developed a curriculum I thought added value to the college experience.

AugSem begins with what is called "City Service Day," which is the day before classes officially begin. After breakfast, students meet with their faculty instructor for the first time. They also meet their AugSem student leader, who is usually a sophomore or junior who has completed AugSem, is majoring in the same academic field, and is meant to be a younger, less-intimidating mentor and contact for the students. Following this get-acquainted period, students attend the opening convocation session for the college, designed to welcome students to campus. After lunch, students engage in a "City Service Project," which is designed to be related to the student's declared major. For marketing students, the project is assisting a local church by handing out flyers promoting the church's homework help service to residents of the immediate community, which is composed largely of immigrants and recent naturalized US citizens. We also help out the church with maintenance duties and learn a great deal about the opportunities and challenges facing the community surrounding the campus.

Various activities and guest speakers comprise the rest of the semester. Early on, we take a field trip on the city light rail system and walk down to St. Anthony Falls, which is the birthplace of the milling industry for Minnesota. Of course, no visit is complete without stopping off for a treat at Caribou Coffee, another business born in the Twin Cities. This trip enables me to get to know students outside of the classroom and on a different level. Other activities throughout the semester include bringing in professors and other guest speakers to talk about personal finance, civil discourse, the voting process, and making wise decisions about alcohol. Lest students think there is no additional homework, they are also required to attend one of three college convocations and to write a paper about their response to it (not a recap of what the convocation was about). We also have a small budget to visit a local coffeehouse and talk about cheating and academic honesty, as well as to hold an end-of-the-semester luncheon buffet and celebration at a local Chinese/Vietnamese restaurant.

At the opposite end of the learning spectrum is our signature keystone course on “Vocation and the Meaning of Success.” The purpose of this course is “to explore the central themes of an Augsburg education—vocation and the search for meaning in a diverse and challenging world. In Keystone courses, which are often interdisciplinary and paired across the liberal arts and professional studies majors, students will reflect upon the meaning of their educational experiences, explore their emerging understanding of vocation, and prepare for their lives after Augsburg.” I team-teach this course with a professor from our religion department, whose day job, ironically, is in customer service—a marketing field. In this course, we tend to bring in as many guest speakers as possible to talk about their jobs and what vocation means to them. Our syllabus revolves around four questions: Who are you? What motivates you? Why are you here? What will you do? Topics we discuss range from “People Around You and Success,” “Profession and Identity,” and “Who is My Neighbor?” to “Religion in the Workplace,” and presentations on ethical frameworks. After some trial and error, we have settled on two “textbooks”: Leading Lives that Matter (Schwen and Bass, 2006) and The Road to Character (Brooks, 2015). These books and other resources provide a framework for what is primarily a discussion-based course. Assignments include two essays/investigations of organizational values and personal ethics; a group presentation on an ethical topic within the business or public sphere; and a personal portfolio composed of a personal mission statement, a current resume, the results of their Myers-Briggs assessment, and a statement of their personal guiding values. By this time, after having the same students in several of the classes I teach, I know them pretty well, and the feedback I am able to give them is much more robust as a result. As the “Sage on the Stage,” I am also able to give them advice about looking for a job and balancing work and personal life.

By teaching classes at opposite ends of our curriculum, as well as other marketing courses, the students and I are able to develop a richer, more meaningful relationship than if I only taught the marketing-related courses in our program. I tend to know the students’ activities, strengths and weaknesses and can write letters of recommendations and applications for graduate school with complete confidence. I am not required to teach these two special classes, and it can be a struggle at times to staff them, but I am grateful for the opportunity to serve as a “value-added professor.”

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MANAGING THE TRANSITION FROM PRACTICE TO ACADEMIA

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FROM PRACTICE TO ACADEMIA PANEL POSITION PAPER

Research indicates that there is an increase in professionals from the field of business making the decision to utilize their expertise and skills in the college classroom. The number of full-time positions filled by field professionals went from 12 percent in 2005-2006 to 14.3 percent in 2013-2014 (McLeod, 2015). The challenges and barriers confronting business professionals considering a transition from industry to academia can be instrumental in the recruitment, development and retention of full-time faculty. The groups with a vested interest in an effective transition to academia include the professional, the institution and the professional accreditation bodies.

Professionals demonstrate a variety of motivations for considering the move from industry to academic. This can range from a negative environment in their professional workplace – limited career opportunities, lack of leadership, and or unsupportive workplace; to an idealized perception of academia – a “more relaxed workplace,” better “work-life balance”, and positive challenges of working at a university (Wilson et al, 2014; Watkins, 2009). They may also have supportive academic mentors, a positive view of earning a doctorate, or the desire to “give back.”

“The increasing demand for academic and academic capability is far exceeding supply,” (Coates, 2012). By employing professionals, and supporting their successful transition to academics, academic institutions, institutions can enhance their ability to provide a full-range of courses and provide students with “stories” that address application in the “real world.” Contributing to a successful transition can also reduce turnover costs and assist in meeting accreditation standards.

Professional bodies benefit from a strong consortium of qualified business professionals in order to meet the needs of academia. The Association to Advance Collegiate Schools of Business (AACSB) created a Bridge Program “to provide a clear path for business leaders to move from the corporate office into the classroom.” All senior-level business professionals are welcome in the program, which provide training that “meets the initial requirements for instructional professional status at AACSB-accredited schools.” The five day course teaches course management skills including: learning styles, assessment, case method, evaluating students and more (Fortuna, 2006).

Business professionals can make their transition smoother in several ways. They can serve as a guest lecturer, tutor, teach a class module or as an adjunct; all would provide an introduction to the flavor of teaching, (Bishop, et al. 2016). Get to know someone who has made the transition and listen carefully to their accounts. Discuss workload expectations beyond the classroom and office hours, service and research expectations should be addressed, as well as the unwritten norms unique to academia. Prevent feelings of isolation and disillusionment by providing a mentor who can help navigate the unwritten rules of the department or school, with recommendations of at least weekly contact. Train the professionals on the learning management system, and provide them with relevant resources such as a faculty handbook, a resources website, a training website, and any other governing documents. Foster co-authoring with seasoned faculty, committee work, and offer incentives to make up for lower pay (Thomsen, 1997).

During the transition period the professional should know that anxiety is to be expected and can, at least in part, be addressed by seeking a mentor who was once in your position. Get to know staff members, they are founts of information and great guides to resources. Take opportunities to serve on committees and cooperatively do research with your new colleagues. Future research can include promotional and communication efforts during the recruitment process of professionals. What skills and abilities contribute to success and what professional development programs

could be offered during the recruitment process. Additionally, investigating retention practices common at other institutions of higher education.

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EXAMINING CHALLENGES AND OPPORTUNITIES IN THE ONLINE CLASSROOM

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EXAMINING CHALLENGES AND OPPORTUNITIES IN THE ONLINE CLASSROOM- PANEL POSITION PAPER

With the increase in communication technologies, many institutions are understanding the importance of leveraging online classroom either through a synchronous or an asynchronous format or as part of the face to face classroom experience. The classroom transcends traditional learning environments to include pedagogical techniques that fit the learning environment of the students and trending ICT tools.

Many opportunities as well as challenges have been observed with the evolution of the face to face classroom either supplemented or replaced with online teaching models. The pedagogical techniques online can mimic those of face to face and should not be discounted. Though challenging, developing the three legs of the Community of Inquiry framework, Social, Teaching and Cognitive factors, from the face to face classroom is as imperative in the online classroom (Mehta, Makani-Lim, Rajan, & Easter, 2017). The purpose of this panel is to discuss and extend face to face pedagogical techniques to the online classroom.

One challenge in the online classroom is keeping students engaged in discussions. This challenge becomes particularly pronounced in classes with students from a variety of backgrounds, other than marketing. A successful engagement strategy starts with identifying the backgrounds of students in the online class to design content that is relevant to those students. The key is to keep discussions open to facilitate diverse viewpoints. For example, a discussion on market opportunities can center on the soda industry following declining consumption of soda, increased consumption of bottled water, and pricing effects from soda taxes. Such a discussion may be approached from a marketing perspective (e.g., promote consumption in moderation) and from an accounting perspective (e.g., contain costs to control prices due to taxation on soda). Content to achieve this objective may come from a variety of sources, including articles, YouTube videos, and news stories, which work to spark engagement in discussions in the online classroom.

It is more common to use closed platforms such as Blackboard or Desire2Learn for class discussions. Replacing these traditional platforms with social media outlets presents unique benefits as well as challenges (Lowe & Laffey, 2011). First, most of the modern-day students have a favorable perception of social media. This perception leads to higher student motivation and engagement (the average number of tweets per student has been between 10 to 20 based on the experience of the discussant in the past three years). Further, although students have a favorable social media image, they often associate social media usage with fun, family, and friends. Social media discussions allow students to use social media in a professional manner and help them understand how they should carry themselves in the social media realm (Rinaldo et al., 2011). Some of the challenges of social media discussions include student reluctance and changing algorithms. For instance, non-traditional students often show reluctance toward the use of social media. Another source of student reluctance is cyber security concerns. Finally, instructors should stay on top of algorithm changes as social media discussions rely on the specific social media outlet in which they are hosted.

Considered as a powerful interactive tool, “Poll Everywhere” is used in meetings and events to increase audience participation. It is used in a classroom setting to enhance students learning through active discussions. One of the concerns of classroom instructors is to make sure that students learn the materials. Various techniques are used to measure students’ performance however “Poll Everywhere” helps measure not only students’ performance but also course learning outcomes. It is a tool that triggers active participation in the classroom. A typical classroom audience is composed of students of various backgrounds and knowledge. It is important for instructors to assess the level of their students’ knowledge prior to teaching a subject. With “Poll Everywhere,” instructors could assess students’

knowledge, before, during and after each chapter. By assessing students' knowledge before lectures the instructors are aware of topics and subjects that need to be emphasized during lectures. Conducting the same assessment after lectures indicates whether students understand the materials.

Using technological devices such as cell phones and iPads to access Poll Everywhere questions create a degree of motivation conducive to learning. Also, seeing statistics of their answers in the classroom increases participation and engagement because students are able to compare their answers. Finally, the anticipation of "Poll Everywhere" questions keeps students alert during lectures.

The pedagogical techniques become important for delivering content in an online asynchronous platform and can be extended to the online synchronous environment. One challenge in the synchronous classroom is management of student discussion during lecture. As a result, if the online classroom environment provides a chat function, many instructors choose to not utilize the chat or only for problems with the technology. However, incorporating the chat into the classroom discussion can add a layer of depth to student engagement. For one, the chat provides students to include their discussion points through the chat and enables more learning to occur between the students. Secondly, the chat allows for more student engagement with the increased lag time that occurs between discussion points due to turning on the microphone and confirmation of sound. Although not all points will be addressed by the instructor, the students be engaged on another level, while developing a sense of community. Throughout all of the pedagogical techniques mentioned, cognitive, social and teaching is occurring with the focus of student engagement (Mehta, et al., 2017).

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PROJECT BASED LEARNING WITH CLIENTS: GUIDANCE FOR NOVICE MARKETING INSTRUCTORS

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PROJECT BASED LEARNING WITH CLIENTS: GUIDANCE FOR NOVICE MARKETING INSTRUCTORS

While many marketing instructors engage students in relevant project based learning (PBL), novice instructors may feel unsure about taking the extra step of incorporating projects undertaken for the benefit of real clients. Particularly within the realm of non-profit organizations and small entrepreneurial businesses, there are unmet needs in every community. Directing student teams to complete class projects for real clients affords both clients and students a win-win opportunity to create something that will or can be used, gives clients a fresh perspective, helps clients with small to non-existent budgets get started with effective marketing, and allows students to build a portfolio piece for use during career and internship interviews. However, there are several caveats that should be considered before undertaking PBL with clients in marketing courses.

To help novice marketing instructors understand the issues associated with leading students through PBL with clients, the authors present a Client-Marketing Challenge Framework. The framework is based on extensive experience leading students through PBL with clients, and serves as a springboard for exploring important pedagogical and operational elements. Topical areas addressed include finding clients, managing client relationships, setting student and client expectations, communication issues between students and clients, and involving clients in the evaluation of student deliverables.

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DELAYED ACTIVE LEARNING: AN EMPIRICAL INVESTIGATION OF INTEGRATION AND APPLICATION IN CAPSTONE COURSES

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DELAYED ACTIVE LEARNING - PANEL POSITION PAPER

The overall objective of this study is to examine the value of capstone courses placed in students' last academic year and the degree of integration and application in these courses.

Classroom activities and projects based on critical thinking, problem solving and decision making are introduced in senior capstone courses to "ease the transition of students between their academic experiences and entry into a career or further study" (Crunkilton, Cepica and Fluker, 2003, p. 50). The question arises as to whether taking a capstone course during senior year is sufficient for the student learning. Would student adaptation to the workforce be better served by introducing some components of capstone pedagogy throughout all four years of college for critical thinking and problem solving skills development? A capstone course is built around the integration and application of knowledge. Yet, how much integration and application really happens in a capstone course? According to Barber (2012), integration has two important components: The (1) practice and (2) process of integration. In other words, what is being integrated (practice) and how it is being integrated (process). For instance using case studies and projects represents the practice of integration. The process of integration, however, speaks to the learners' ability to integrate the knowledge accumulated into a framework that allows the creation of meanings. Therefore, the practice facilitates the process (Barber, 2012, p. 591). The objective of this study is twofold: First, the study examines the value for undergraduate students to take capstone courses in their senior year. Second, the study assesses the real degree of integration and application in capstone courses.

Many scholars concur that the specific outcomes of a capstone course are: problem solving, critical thinking, collaborative relationship, communication and decision making (i.e. Crunkilton, Cepica and Fluker, 2003; Crunkilton, Cepica and Fluker, 1997; Wagenaar, 1993). According to Barber (2012), the complexity of integration and application must be segmented in three distinct categories including (1) connection, (2) application and (3) synthesis. As indicated by Barber (2012) "connection" is the learner's ability to recognize "similarities between two ideas" (p. 600). The learner must conceptualize knowledge and assess its fitness in a new framework, which is far more advanced and complex than the simple act of establishing connections between concepts (Barber, 2012). To achieve this goal, the learner must be able to adapt knowledge to new systems and interpret information in these systems.

First, a chart of the outcomes of integration and application with corresponding learning activities are presented to participants who taught capstone courses. The participants are then instructed to match the learning activities to each outcome. Second, the instructors are asked to answer survey questions pertaining to variables related to capstone outcomes, integration and application and capstone course sequence.

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RETAILING IN THE MAGICAL WORLD: AN INNOVATIVE APPROACH TO TEACHING ONLINE MARKETING CONCEPTS

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AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

Retailing in the Magical World allows marketing students to gain practical experience with an online development tool and quickly generate a realistic retail website. This assignment uses magical retailers from *Harry Potter*, the popular children's series that has sold over 450 million copies worldwide, to spark interest and creativity (Scholastic, 2017). A unique benefit of using magical retailers for this project is that teams cannot simply copy a website from a muggle (no magical ability) retailer.

Retailing in the Magical World is an applied assignment where teams of students create an online website for magical retail establishments to engage in concrete experiential learning and become familiar with technology that employers expect. This hands-on assignment fits well with the chapter on Multichannel Retailing, which discusses retail channels for interacting with customers; growth trends in e-commerce; best-selling product categories online; and customer service online.

At the beginning of the semester, students in Retail Marketing were asked to read or re-read Chapter 5, "Diagon Alley," from *Harry Potter and the Sorcerer's Stone* (book one in the series) by J.K. Rowling. In this chapter, Harry and Hagrid go to London to buy all of the necessary items for Harry's first year at Hogwarts School of Witchcraft and Wizardry. This chapter was posted on the course homepage. To vary the assignment for future classes, shops from different books in the series (e.g., *Harry Potter and the Half-Blood Prince*) could be sourced for different merchants from Hogsmeade (a village in Britain inhabited solely by wizards that is located near Hogwarts School) such as Zonko's Joke Shop or Honeydukes Sweets Shop. Another source of magical retailers that features a bank and bakery is *Fantastic Beasts and Where to Find Them*.

During the third week of the semester, when presenting material on Multichannel Retailing, teams of three to four students were sorted into nine magical retailers (Gringotts Bank, Leaky Cauldron Pub, Flourish & Blotts Books, Quality Quidditch Supplies, etc.). A slip of parchment with each of the retailers' names was placed in a "Sorting Hat" and one student from each team reached into the hat to select a magical retailer. Instructors used a portion of class time to sort teams and explain the assignment and grading rubric. Over the next two weeks, each team created an online website for the selected magical retailer.

The website development tool chosen for this project was Wix because of the features and templates included with the free version. The instructors created an example website using this tool for Weasleys' Wizard Wheezes Magical Joke Shop (not in book one of the series) for students to see the minimum expected requirements for this assignment. It was recommended that students watch a tutorial that is available through the Wix homepage (Wix.com, 2017) or YouTube Channel to gain a basic introduction to this web development tool.

A grading rubric was included with this assignment so that students would fully understand evaluation criteria. Teams were measured on creative execution of the website, writing and organization, timeliness and functionality, presentation (2 to 3 minutes), and delivery. In addition to points earned on the grading rubric, instructors also included eight to 12 bullets highlighting the strengths and areas needing improvement for each magical website.

Team presentations of the Magical Retail websites took place during the fifth week of the semester. Teams explained website choices and strategies in a professional presentation to the entire class. One group made a standout site for Fortescue's Ice Cream which can be viewed at this link: <https://kabrieva.wixsite.com/fortescueicecream>. The

amount of detail and clever tie-ins to the *Harry Potter* books (such as Chocolate Frog flavored ice cream, a wizard's favorite enchanted candy) far exceeded expectations for this assignment.

Finally, a Qualtrics survey measured student opinions about this assignment. The first line of questioning featured two open-ended questions focusing on perceived benefits and suggestions for improving Retailing in the Magical World. As examples of benefit responses, "Great hands-on experience to work in a team to create something from scratch;" and, "I had never used Wix before and now I have realized that it doesn't have to be difficult or expensive to create a professional looking website. I thought the subject of *Harry Potter* generated interest among students," are two. A couple of suggested improvements given include: "Doing the project in pairs or even alone rather than in a group would give each student the responsibility of being able to learn how to create a website themselves;" and, "I actually think that this project could be expanded. I feel if we had more requirements for this assignment, we could make some really cool websites."

The second portion of the survey asked students if they agreed/disagreed with statements based on their experience with the project on a 5-point Likert scale with "5" as "strongly agree" and "1" as "strongly disagree." Questions were divided into three areas, 1) value of the example website, 2) how this project could help in the student's future, and 3) overall project learning. We are pleased to report that students felt that this website development project was a valuable and meaningful learning experience.

One challenge of pursuing this project early in the course was that students were asked to include pricing on the website before covering the pricing chapter. One way to overcome this issue is to add prices to merchandise and services after the pricing chapter is covered. A second problem noticed with this assignment was that some students had experience with web development tools other than Wix. One possible solution is to allow students to choose their preferred web development tools versus the instructor's choice. A few students noted that Wordpress facilitated collaboration better than Wix. However, Ashley (2013) advocates for asking students to work with an unfamiliar tool as an opportunity for learning. Also, future employers might not use the same tools as the university, previous jobs, or college internships, so adapting to a different tool may be more valuable to students.

One idea for expanding this project in the future would be to ask teams to write a press release and add it to a "Media Center" tab on the magical website or create an article for the *Daily Prophet* (magical newspaper) to support a chapter focusing on the Communication Mix. Another approach that may improve this project is to have individuals or pairs work on each website so that every student gains more hands-on experience with website creation.

In its first iteration, this assignment was used in undergraduate Retail Marketing classes taught at both private and public universities in classes ranging from 24-40 students. It has flexibility to be adapted quite readily for courses such as Digital Marketing, Consumer Behavior, or Advertising and Promotion. Instructors might choose a different context as inspiration for retailers such as Disney properties or other fictional literature. The online nature of the assignment lends itself to both virtual and traditional course settings.

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STUDYING POSITIONING AND RE-POSITIONING OF BRANDS USING MULTIDIMENSIONAL SCALING

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AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

Positioning and repositioning have been critically important topics in marketing in the last few decades (Reis and trout 2004). Ever since Abelson's (1954) introduction of multidimensional scaling (henceforth, MDS) as a positioning analytical tool, and Paul Green and his colleagues (see Green and Carmone 1969; Green and Rao 1970 as examples) efforts to further improve scaling techniques, MDS has become a very popular tool (Cox and Cox 2000). Most major statistical software packages (such as SAS and SPSS) have the MDS function. Yet, based on a search of syllabi for Marketing Management and Marketing Research classes, very few programs use them in practice in the classroom. One of the major drawbacks might be the availability of suitable guidelines and pedagogical tools regarding how the technique can be implemented and assigned as a project.

The assignment described here illustrates how MDS can be used to study positioning and repositioning. This assignment can be used in Marketing Management, Marketing Research, Consumer Behavior or even a course on New Product Development at both the undergraduate as well as the graduate level. The proposed assignment asks students to rate 7 brands. Please note that the stress level of the solution is likely to be high, and the dimensions may not be easy to interpret, but this is a recommended option, given that subjects are likely to be fatigued if 8 brands (28 comparisons), or 9 brands (36 comparisons) are used. The assignment assumes that there are 4 teams in the class. If there are more teams, the instructor can add other industries such as hotels, airlines, insurance companies, etc.

After detailing the assignment using SPSS, examples of results are provided, as well as instructions for the instructor to further guide the class in interpreting the results & conducting the class discussion.

Each team should be assigned 7 brands within an industry. They could be:

Team A: Automobiles: *Toyota, Honda, Ford, GM, Mercedes Benz, Volvo, Kia*

Team B: Magazines: *Time, US News, Business week, Forbes, Sports Illustrated, People, National Enquirer*

Team C: Universities: *Harvard, Princeton, Penn State, U Conn, Loyola Maryland, Fordham, Wellesley College*

Team D: Beverages: *Coke, Pepsi, Gatorade, PowerAde, Snapple, Arizona Ice Tea, Red Bull*

1. Two individuals from each team who are knowledgeable about the industry that they were assigned should create a questionnaire using a 7-point scale. You should have 21 comparisons (i.e., $n(n-1)/2$) for the 7 brands assigned.
2. Next they should circle the most appropriate number based on your perceptions (note this has to be done individually). In other words, the same person should consider the 21 comparisons.
3. Enter the data in SPSS (also see the video that shows you the step-by-step process to do MDS in SPSS: <https://www.youtube.com/watch?v=38XzZ6rb79o>)
4. First convert similarity ratings to distances by subtracting each value from 7. The form of the data matrix has to be square symmetric (diagonal elements zero and distances above and below the diagonal. Select ANALYZE from the SPSS menu bar.
 - A. Click SCALE and then MULTIDIMENSIONAL SCALING (ALSCAL).
 - B. Move "BRAND A" "BRAND B," "BRAND C," "BRAND D" "BRAND E" BRAND F" "BRAND G" into the VARIABLES box.
 - C. NOTE: You'll move your 7 brands of automobiles, universities, magazines and beverages into the VARIABLES box.
 - D. In the DISTANCES box, check DATA ARE DISTANCES. SHAPE should be SQUARE SYMMETRIC.
 - E. Click on MODEL. In the pop-up window, in the LEVEL OF MEASUREMENT box, check INTERVAL. In the SCALING MODEL box, check EUCLIDEAN DISTANCE. In the CONDITIONALITY box, check MATRIX. Click "CONTINUE."
 - F. Click on OPTIONS. In the pop-up window, in the DISPLAY box, check GROUP PLOTS, DATA MATRIX and MODEL AND OPTIONS SUMMARY. Click "CONTINUE." Click OK.

5. Interpreting the Results: What the Students Can Learn by Doing the Assignment

The teams should specifically try to label the 2 dimensions (of a two-dimensional solution). Are the dimensions different for the two individuals? They should also comment on the relative positioning of the brands and the perceptual map in general. Each team's submission should include copies of the two outputs (including the two perceptual maps) and a 300 to 400word write-up about the dimensions and the relative positioning of the brands.

Each team can be asked to come and present their results in front of the class followed by a discussion. If it is an online course, the teams can post their results and the class can be asked to comment on the other presentations. At the outset, the students should learn about assessing the fit of the model. The discussion can begin with how the stress levels are high in each case and why. Please note that lower stress values (below 0.25) denote a stronger fit. The stress values will be high primarily because of the fewer brand comparisons (n=7) that are being made. The instructor can have the students do an alternative assignment with a larger set of brands (n=10 or more) and demonstrate how the stress values are reduced.

They should next learn about interpreting the two dimensions by focusing on the two dimensional map. Students should be encouraged to define the dimensions of each other's maps. For example, for beverages, they may be tempted to define them as "Most Natural" to "Least Natural" or "Most hydrating" to "Least Hydrating," "More Energy vs. Less Energy" or "More Complex Taste vs. Less Complex Taste." The relative position of each brand and how they might be repositioned are other fruitful areas for discussion.

The students should also be encouraged to consider how other brands (not included in the analysis) might affect the results? What potential strategic decisions would they take as brand managers? The key goal is to ensure that students have fun with the project, and learn about the important issues in positioning and repositioning brands. MDS has been used in academic research in a wide array of research areas: university and course choices country images; services; Buyer-seller relationships emotions amongst others. Students too can learn to use this technique and appreciate it's utility in marketing.

A more detailed version of this teaching note is available at: <http://www.abhiroy.net>

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Experiencing a Customer's Journey: Eye Tracking Technology in the Marketing Classroom

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AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

A goal for many marketing educators is to help students experience marketing topics in a memorable, hands-on manner that provides real insights into the customer experience. How can a marketing student experience marketing topics through the perspective of customers? I utilize eye tracking technology in my courses to give students the direct perspective of customers. Eye Tracking is a technology which allows marketers to track the eye-movement of a customer as they look at advertisements, websites, or even in-store displays. A non-visible infrared light reflects off a participant's eyes, and the angles are measured to the fixation points of a customer's attention when looking at an ad. Software is used to overlay a heat map showing the parts of the image that drew in users' attention. In addition, the results can also show the vision path of the user as they viewed the ad or image. These results give marketers a first-hand perspective that creates new, unique insights into the actual experience of a customer.

I use eye tracking in my marketing research course to give students a unique perspective to understand their customers. In my course, students select advertisements and conduct an eye tracking experiment to understand the customer's experience when looking at that ad. Students analyze whether customers saw key elements of the ad such as products, text, and logos. The results are often surprising to students as they see how fast customers will scan over an ad missing key parts of the brand message. The eye tracking data can also be split among customer segments allowing for comparisons in how different segments view an ad.

The hands-on use of the eye tracking technology engages and motivates students while providing them with valuable experience understanding customers. As a result, students' insights and projects have improved because students are able to see marketing material through a new perspective. The use of the technology is also enjoyable for students who rated eye tracking as their favorite topic in the class.

Eye tracking can be incorporated into a variety of marketing courses with the same goal of giving students a better understanding of their customers' perspective. For instance, an introduction to marketing course could use eye tracking to teach how the 4 Ps impact customers. An eye tracking study of a store shelf can demonstrate the impact that placement has on whether a product is viewed by customers. Different product prices on a store shelf can demonstrate the impact that price differences have on customers based on how long a customer looked at each product after seeing the price.

Regardless of the class application, the same goal remains: have students see and understand the customers' experience. Using eye tracking in the classroom makes classes more interactive, experiential and interesting for students. This valuable experience enhances a student's understanding of marketing and the experience of a customer.

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