ASSOCIATION OF MARKETING THEORY AND PRACTICE 2007 ANNUAL MEETING MARCH 29 – 31,2007 PANAMA CITY, FLORIDA

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Conference Events

Wednesday, March 28, 2007 6:30 PM to 8:00 PM Early Bird Reception – Palm West

Thursday, March 29, 2007 12:30 PM Until Golf Tournament – Hombre Golf Club

Thursday, March 29, 2007 6:30 PM to 8:00 PM Thursday Night Reception – Palm Room

Friday, March 30, 2007 12:30 PM to 1:45 PM Lunch and Business Meeting – Grand Palm E & F

Friday, March 30, 2007 6:30 PM to 8:00 PM Land and Sea Grill Buffet – Grand Palm E & F

Check our website at <u>http://www.amtp.org</u> for updates on the events.

Program Sessions

Thursday, March 29, 2007 8:00 AM to 9:15 AM Sago Palm 1

Session 1:1 Service Marketing Adapting and Assessing Models and Theories

Session Chair: Nancy D. Albers-Miller, Berry College

Adapting Traditional Branding Models to Small Non-Profit Organizations (NPOs)

Doris M. Shaw, Northern Kentucky University Kimberly Chmura, Northern Kentucky University Mary Conway Doto-on, Northern Kentucky University

Is Retail Imagery a Marketing Universal? A Comparison of Singapore, Trinidad, and the United States

Phylis Mansfield, Penn State/ Erie University Jacquelyn Warwick, Andrews University

Thursday, March 29, 2007 8:00 AM to 9:15 AM Sago Palm 2

Session 1:2 Marketing Education Service/Technology

Session Chair: Michael E. Dwyer, Saint Leo University

Extreme Makeover - Christmas Edition: The Evolution of a Service-Learning Project for New Instructors Ruth P. Essler, South University

Incorporating The Theory and Practice of the Multiple Intelligence Approach to Enhance Student Learning

Udo Fluck, The University of Montana Shawn Clouse, The University of Montana Nader Shooshtari, The University of Montana

The "Happy End" Effect: What Can Colonoscopies Teach Us About Marketing Training, Education, and Interactions?

C.W. Von Bergen, Southeastern Oklahoma State University Barlow Soper, Louisiana Tech University David Loudon, Samford University Robert Stevens, Southeastern Oklahoma State

University

Thursday, March 29, 2007 8:00 AM to 9:15 AM Sago Palm 3 Session 1:3 Addressing Issues in Advertising and Fundraising

Session Chair: David Burns, Xavier University

A Review and Analysis of the Methodological Approaches Utilized to Measure Advertising Effectiveness Timothy Heinze, Waynesburg College Perry Haan, Tiffin University

Ethics in Marketing Pharmaceuticals Using Direct-to-Consumer (DTC) Advertising

William B. Luton, University of North Carolina at Elizabeth City Perry Haan, Tiffin University

Local Celebrities Versus Vicitms: Who Is The More Effective Spokesperson In A Public Service Announcement?

Mark F. Toncar, Youngstown State University Jane S. Reid, Youngstown State University Cynthia E. Anderson, Youngstown State University

Thursday, March 29, 2007 9:30 AM to 10:45 Sago Palm 1

Session 2:1 Small Business Issues and Service

Session Chair: Anne Heineman Batory, Wilkes University

Marketing Strategies And Business Skills Of Successful Micro-Entrepreneurs Rosalind Paige, Lander University

Relationship Marketing, Partnership Building, and Risk Management as Critical Success Factors in the Development of a Franchise Research Center in a Liberal Arts University Howard F. Rudd, Jr., College of Charleston John E. Clarkin, College of Charleston

Sociological Factors, Psychological Traits And Entrepreneurial Orientation: A Study Of Used Car Dealers J.R. Smith, Jackson State University Donatus A. Okhomina, Fayetteville State University Alisa L. Mosley, Jackson State University

Thursday, March 29, 2007 9:30 AM to 10:45 Sago Palm 2

Session 2:2 Marketing Management I

Session Chair: Steve Batory, Bloomsburg University

A Preliminary Investigation Of Consumptive Delay And Rebate Programs Michael McCall, Ithaca College Donald W. Eckrich, Ithaca College Carol Bruneau, The University of Montana

Impact of partnering with a Non-profit Organization on the For-profit Brand Image and Consumers' Attitudes: an Exploratory Study Marie-Hélène Abbo, ESC PAU School of Business and Management, France

Using Options Theory to Make New Product Introduction and Abandonment Decisions Rick Mathisen, Kennesaw State University Tom Miller, Kennesaw State University

Thursday, March 29, 2007 9:30 AM to 10:45 Sago Palm 3 Session 2:3 Marketing Education I

Session Chair: Jackie Eastman, Valdosta State University

College Student Cheating: The Old and the New Joseph Chapman, Ball State University

Recreating The Principles Of Marketing Group Project: A Case Study In Teaching Marketing Through Civic Engagement Joe Schwartz, Georgia College and State University

Using Market Research to Redesign an MBA Program: A Ten Year Followup Mike McDonald, Georgia Southern University Jim Randall, Georgia Southern University Angela Leverett, Georgia Southern University

Thursday, March 29, 2007 11:00 AM to 12:15 PM Sago Palm 1

Session 3:1 Special Session

Session Chair: Michael Latta, Coastal Carolina University

Seeking Student Learning in Integrated Simulations

Business leaders and AACSB share goals for learning in colleges of business. One way to reach these common goals is through active learning using simulations. Four experienced and expert faculty presented their applications of simulations and encouraged discussion with the audience concerning how simulations can best be integrated into business courses.

Michael Latta, Coastal Carolina University Craig Harms, University of North Florida Larry Smith, Charleston Southern University Louis C. Mancuso, Xavier University of Louisiana

Thursday, March 29, 2007 11:00 AM to 12:15 PM Sago Palm 2

Session 3:2 Branding I

Session Chair: Mary Ellen Campbell, The University of Montana

Brand Image Enhancement Through Alliances (**BEST PAPER IN TRACK**) Mike Musante, Quinnipiac University

Stretching the Florida Brand to Include a Medical Niche Based on Natural Hormones Therapies: the Features and Benefits of a Medical Tourism Proposal Michael E. Dwyer, Saint Leo University Stan McGahey, Saint Leo University

The Affect Transfer Mechanism Linking Individual Brands to Alliance Brands: A Theoretical Investigation

Edward R. Bruning, University of Manitoba Michael Y. Hu, Kent State University

Thursday, March 29, 2007 11:00 AM to 12:15 PM Sago Palm 3 Session 3:3 Potpourri I

Session Chair: Ruth P. Essler, South University

Consumers' Marketer-Motivating Behaviors in Transitioning Economies: An Intergeneration

Study in Romania

Simona Stan, The University of Montana David M. Boush, University of Oregon Helder Sebastiao, University of Oregon

Investigating the Impact of Organizational Excellence and Leadership on Achieving Business Performance: An Exploratory Study of Turkish Firms Musa Pinar, Valparaiso University

Tulay Girard, Penn State Altoona

Perceived Vulnerability in Consumer Ethnocentrism

Jorge A. Wise, ITESM - Campus Monterrey

Thursday, March 29, 2007 11:00 AM to 12:15 PM Grand Palm D

Session 3:4 Marketing Education II

Session Chair: Aron Levin, Northern Kentucky University

Development of a Marketing Management Process for an Online Program in a University Tommy Cates, University of Tennessee - Martin

Victoria Seng, University of Tennessee - Martin

How to Impress Your Professor: An Exploratory Study of Student Behaviors that are Perceived Positively by Professors

Dave Shepherd, Georgia Southern University Sheb True, Kennesaw State University Kathy Shepherd, Georgia Southern University

Surviving the Service War and Learning to Live Again Afterward: Ten Important Lessons from a War Torn Veteran Nancy D. Albers-Miller, Berry College

Friday, March 30, 2007 8:00 AM to 9:15 AM Sago Palm 1 Session 4:1 Special Session

Session Chair: Carol Bruneau, The University of Montana

What do I do Wednesday? Pedagogical strategies that stimulate interest and enhance learning in the Marketing Classroom.

The goal of this panel is to have all participants in this session share their best strategies for making classroom learning interesting for their students and themselves.

University students can be a challenge to motivate. Most professors know a few teaching strategies that always seem to work. These are the strategies they call on to create student interest in class when the material is demanding and their minds begins to wander. This panel on pedagogical strategies will begin with a discussion about what each panelist uses to create excitement in the classroom. Other participants in this session will also be encouraged to share with the group their best assignment, or the best teaching techniques they use to liven up the classroom and to prompt students to engage with the material.

Carol Bruneau, The University of Montana Mary Ellen Campbell, The University of Montana Shawn Clouse, The University of Montana Udo Fluck, The University of Montana Simona Stan, The University of Montana

Friday, March 30, 2007 8:00 AM to 9:15 AM Sago Palm 2

Session 4:2 Branding II

Session Chair: Dave Shepherd, Georgia Southern University

Employer Branding and the Success Equation Henry K. Lounsbery, Chapman University College Perry Haan, Tiffin University

Market Orientation, Learning Orientation, And Service Orientation: An Integrated Study Of Service Performance Lilly Ye, University of North Texas

Synthesis of Luxury Branding And Mass Affluence Linda J. Warren, Capella University

Friday, March 30, 2007 8:00 AM to 9:15 AM Sago Palm 3 Session 4:3 Marketing Research I

Session Chair: Tulay Girard, Penn State Altoona

One 30-second Commercial or Two 15-second Commercials? A Test on Message Repetition and Message Length Cong Li, University of North Carolina - Chapel Hill Xinshu Zhao, University of North Carolina - Chapel Hill

Resisting Change: Scale Validation with a New, Short Measure of the Big Five Leisa R. Flynn, Florida State University

Esther Swilley, Florida State University

Toward a New Meta-Narrative of Consumption David Burns, Xavier University

Friday, March 30, 2007 9:30 AM to 10:45 Sago Palm 1

Session 5:1 Special Session Session Chair: J. Richard Jones, Trinity University

Changes and directions in college teaching.

This session explores the changes that have taken place over the past 30 years and the directions the profession is taking in the future. These seasoned members of the profession look at teaching, research and service and provide a person perspective. In this session anyone can ask about the do's and don't for a successful career in academia.

Changes and directions in the college teaching

J. Richard Jones, Trinity University Don Robin, Wake Forest University Mary F. Hazeldine, Georgia Southern University Jim Randall, Georgia Southern University

Friday, March 30, 2007 9:30 AM to 10:45 Sago Palm 2

Session 5:2 Marketing Theory Development

Session Chair: Brenda Ponsford, Clarion University of Pennsylvania

Context Effects on the Trade-Offs Consumers Are Willing to Make Between Relational Benefits Christy Ashley, Fairfield University

Information Marketing Ron Goldsmith, Florida State University Charles F. Hofacker, Florida State University

Measuring Rogers' Adoption Typology: A Replication and Extension Michael Latta, Coastal Carolina University Friday, March 30, 2007 9:30 AM to 10:45 Sago Palm 3 Session 5:3 Online/Website Marketing Research

Session Chair: Richard Clodfelter, University of South Carolina

Bayesian Pricing and Advertising Forecast in a Direct Market Ruiliang Yan, Virginia State University Robert Yeh, SUNY-Utica/Rome

Language Mining with MySpace and Friends David Testa, SUNY Orange Perry Haan, Tiffin University

The Influence of Design Factors of Commercial Package on Consumer's Experience with Different Life Styles — Wedding Cake for Example Wen-Dih Yeh, National Taipei University of Technology Feng-Yi Liu, Tatung University Yung-Chin Tsao, Tatung University

Friday, March 30, 2007 9:30 AM to 10:45 Grand Palm D

Session 5:4 Logistics and Other Issues

Session Chair: Linda Mullen, Georgia Southern University

Human Collaboration: A Core Competency of Supply Chain Leaders Ken Saban, Duquesne University

The Changing Role of Purchasing Managers in Logistics

Dave McMahon, Pepperdine University Stephen LeMay, Mississippi State University Jeffery A. Periatt, Auburn University Montgomery Jon Carr, University of Southern Mississippi

The Role of Internal Customer Orientation in Psychological Contract Formation

Ashley Kilburn, University of Tennessee - Martin Brandon Kilburn, University of Tennessee - Martin Tommy Cates, University of Tennessee - Martin

Friday, March 30, 2007 11:00 AM to 12:15 PM Sago Palm 1

Session 6:1 Ethical Issues in Marketing Education

Session Chair: Simona Stan, The University of Montana

Academic Dishonesty as a Multidimensional Construct and Its Impact on Unethical Behavior Rajesh Iyer, Valdosta State University Jackie Eastman, Valdosta State University

An Investigation of Academic Integrity Issues among Business Schools at Public and Private Universities Steve Batory, Bloomsburg University

Anne Heineman Batory, Wilkes University

Do Ethical Beliefs of MBA Students in the U.S. Differ from Those in Turkey? A Comparative Study

Mohammed Rawwas, University of Northern Iowa

Friday, March 30, 2007 11:00 AM to 12:15 PM Sago Palm 2

Session 6:2 Promotion II

Session Chair: Michael McCall, Ithaca College

And Now for a Word from Sponsors ... @#&*!!!! Nancy D. Albers-Miller, Berry College Caitlyn A. Miller, Berry College

Longitudinal Study of College Students Online Shopping Behavior

Deborah H. Lester, Kennesaw State University Dolly D. Loyd, University of Southern Mississippi Andrew M. Forman, Hofstra University

The Impact of Social Presence on Consumer Attitudes toward Self-Service Technologies (BEST PAPER IN TRACK)

Brian R. Kinard, Georgia Southern University Michael L. Capella, Villanova University Matthew L. Williams, Georgia Southern University

Friday, March 30, 2007 11:00 AM to 12:15 PM Sago Palm 3 Session 6:3 Consumer Behavior

Session Chair: Margaret Britt, Southeastern University

An Integrative Model of Consumer Saving Behavior: Theoretical Foundations and an Empirical Investigation Cassandra Wells, Morehouse College Naresh K. Malhotra, Georgia Institute of Technology

Application of Neural Network to Customer Relation Management Taking Taiwan's Nursing Hotel for Example

Yungkun Chen, National Cheng Kung University Chia-you Chen, National Cheng Kung University Tsuifang Hsieh, National Cheng Kung University

Understanding Consumer Viewpoint on Customer Labor: An Illustration from Traditional Self-Service and Emerging Technology-Based Self-Service Settings in Airline Industry (BEST PAPER IN TRACK)

Ismet Anitsal, Tennessee Tech University M. Meral Anitsal, Tennessee Tech University

Friday, March 30, 2007 11:00 AM to 12:15 Grand Palm D

Session 6:4 Sports Marketing

Session Chair: Jorge A. Wise, ITESM - Campus Monterrey

An Exploratory Study of the Sponsorship a Small Town Road Race Perry Haan, Tiffin University Marketing Strategies of NASCAR Sports Sponsorships Dennis L. Sherman, Capella University Perry Haan, Tiffin University

Sports Fans' Acceptance of Sponsorship and Advertising During Televised Sporting Events Aron Levin, Northern Kentucky University Chris Manolis, Xavier University Carol Bruneau, The University of Montana Jim Whalen, Parker Marketing Research

Saturday, March 31, 2007 9:00 AM to 10:15 Sago Palm 1

Session 7:1 Marketing Curriculum

Session Chair: Cassandra Wells, Morehouse College

A Case Study of Marketing and Other Business Student Perceptions of the Achievement of Learning Objectives in the Core Business Curriculum and in the Marketing Major Barbara Garland, Clarion University of Pennsylvania Paul Kim, Clarion University of Pennsylvania Brenda Ponsford, Clarion University of Pennsylvania **Changes in Business Curricula 1993-2005** Gregory Bruce, La Salle University James Talaga, La Salle University

Professors' Criteria for Textbook Adoptions: A Pilot Study (BEST PAPER IN TRACK)

Robert Stevens, Southeastern Oklahoma State University Kenneth E. Clow, University of Louisiana Monroe C. William McConkey, University of Louisiana Monroe C.W. Von Bergen, Southeastern Oklahoma State University

Saturday, March 31, 2007 9:00 AM to 10:15 Sago Palm 2

Session 7:2 Special Session Session Chair: Linda Mullen, Georgia Southern University

Students as Customers

The concept of "student as customers" was generated during the mid-1980s when the Total Quality Management movement was introduced in the business world. The concept of treating "students as customers" has not been readily accepted in the academic world. Many academicians believe strongly that education is a unique experience in which the "body of knowledge" is passed down from one generation to another and further, that knowledge will expand for the common good of the society. On the other hand, people who advocate "students as customers" believe that students, parents, and even the organizations that hire these students, have a vested interest in the experience. Students consume classes, parents pay the tuition, and firms expect qualified hires. There are a wide range of choices to choose to educate students and administrators feel the pressures. Students attending a university, college or technical school, expect the cost to at least equal the value. Therefore the entire student experience must be designed in such a way to give the customers the best possible value.

Linda Mullen, Georgia Southern University Jim Randall, Georgia Southern University Raleigh Way, Georgia Southern University Jerry Wilson, Georgia Southern University Hemant Patwardhan, Winthrop University

Saturday, March 31, 2007

9:00 AM to 10:15 Sago Palm 3 Session 7:3 Issues in Hospitality

Session Chair: Mike Musante, Quinnipiac University

Consumer Acceptance of Fingerprint Authentication at Retail Stores Richard Clodfelter, University of South Carolina

E-Services For The Hospitality And Tourism Industries (BEST PAPER IN TRACK) Ron Goldsmith, Florida State University Stephen W. Litvin, College of Charleston

Hospitality: Key To Service-Orientation Success Richard S. Lytle, Abilene Christian University John E. Timmerman, Abilene Christian University

Saturday, March 31, 2007 9:00 AM to 10:15 Grand Palm D

Session 7:4 Potpourri II

Session Chair: Linda J. Warren, Capella University

Charitable Fundraising in the New Millenium: Choices, Challenges and Change

Lydia McKinley-Floyd, Florida A&M University Nanda Shrestha, Florida A&M University Mark Gillespie, Americalist Fundraising Services Group

Marketing Graduates' Changing Perceptions of Technology in Business School Curricula: A Case Report

Stephen T. Barnett, Stetson University Fred Augustine, Stetson University Ted Surynt, Stetson University

Practical Application of Revised SELEB Scale to Measure the Differences in Students'

Jane S. Reid, Youngstown State University Mark F. Toncar, Youngstown State University Cynthia E. Anderson, Youngstown State University

Saturday, March 31, 2007 10:30 AM to 11:45 Sago Palm 1

Session 8:1 Marketing Management II Session Chair: Marie-Hélène Abbo, ESC PAU

School of Business and Antecedents to a Small New England Town YMCA's Major Capital Campaign: An Approach Grounded in Marketing Theory

Linda Hadden, Keene State College Margaret Britt, Southeastern University

Marketing Implications of Religion in the Workplace

Ernest F. Cooke, Loyola College in Maryland Linda Jane Coleman, Salem State College

The Need for Consumer Activism: Viewpoints of Three Generations

Mary LaForge, Clemson University R. Stephen Cantrell, Clemson University

Saturday, March 31, 2007 10:30 AM to 11:45 Sago Palm 3

Session 8:2 Demographics

Session Chair: Rosalind Paige, Lander University

An Alternative Perspective on Gendered Consumption: Today's "Working Fathers" Are Juggling, Too Jason D Oliver, University of Rhode Island

Attributional Style and Consumer Attitudes: The Case of Attitudes Toward Consumer Free-Riding Activity David Burns, Xavier University

Shopping Preferences of Hispanic Consumers: The Effect of Acculturation David Burns, Xavier University Chris Manolis, Xavier University Mary Conway Doto-on, Northern Kentucky University

CONGRATULATIONS TO THE AUTHORS OF THE BEST PAPERS IN TRACK

Marketing Education/The Dynamic Business Environment

Differences in Marketing and Management Professors' Criteria for Textbook Adoptions: A Pilot Study Robert Stevens, Southeastern Oklahoma State University Kenneth E. Clow, University of Louisiana Monroe C. William McConkey, University of Louisiana Monroe C.W. Von Bergen, Southeastern Oklahoma State University

Marketing Management/Strategy/Branding

Brand Image Enhancement Through Alliances Mike Musante, Quinnipiac University

Marketing Research/Demographics/Consumer Behavior

Understanding Consumer Viewpoint on Customer Labor: An Illustration from Traditional Self-Service and Emerging Technology-Based Self-Service Settings in Airline Industry Ismet Anitsal, Tennessee Tech University M. Meral Anitsal, Tennessee Tech University

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Service Marketing/Nonprofit Marketing/Ethics

E-Services For The Hospitality And Tourism Industries Ron Goldsmith, Florida State University Stephen W. Litvin, College of Charleston

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Differences in Marketing and Management Professors' Criteria for Textbook Adoptions: A Pilot Study

Robert E. Stevens Southeastern Oklahoma State University

Kenneth E. Clow University of Louisiana Monroe

C. William McConkey

University of Louisiana Monroe

C. W. Von Bergen

Southeastern Oklahoma State University

ABSTRACT

Textbooks are an integral component of the higher education process. This pilot study examined the differences in marketing and management faculty's ratings of factors influencing the textbook selection process as well as various marketing techniques used by publishers to encourage book adoption. Overall results indicate that content, ancillary materials, and textbook costs are the primary drivers of adoption for both marketing and management faculty. Examination copies, contact by book representatives, and direct mail flyers were the best methods of encouraging these faculty to examine new textbooks.

INTRODUCTION

Textbooks are an important resource critical to student learning. Their importance is indicated by estimates that they are responsible for 75 to 90 percent of the content that students learn on a given subject (Stein, Stuen, Carnine, and Long 2001; Young and Riegeluth 1988). Textbooks also provide faculty with an important teaching tool and frequently determine whether a particular course will be offered (Lowry and Moser 1995). As such, textbook adoption procedures affect all aspects of the teaching-learning process and are an integral part of higher education ranging from supplemental use by some instructors to the unitary instructional forum for correspondence courses. Because of a textbook's integral role in the instructional process, most college professors spend considerable time in selecting appropriate texts for their classes. While anecdotal evidence provides information as to the selection criteria used, very little empirical research has been found in the area of textbook adoption, especially by management and marketing professors (Redei, 1984; Smith and DeRidder 1997; Stein, Stuen, Carnine, and Long 2001). Thus this research was undertaken to provide comprehensive survey data on factors impacting the textbook selection process.

In addition to examining the textbook adoption process for management and marketing faculty we

also examined the effectiveness of various marketing strategies publishers and sales representatives use to promote textbooks to these professors. Textbook publishing is a highly competitive industry with publishers vying for adoption commitments from professors. College textbook net sales in for the first quarter of 2005 totaled \$174.4 million (U.S. College Textbook 2005). Publishers invest considerable marketing dollars to encourage professors to examine and adopt their particular textbooks. Not only have marketing budgets increased, but also publishers continually look for more effective means of promoting their texts. Understanding the criteria and methodologies used by professors in the textbook adoption process would be valuable to publishers and could be an impetus to reduce the current competitive rivalry. Wiser use of marketing and sales dollars could result in reduced costs and/or more effective textbook promotions.

The only published study that examines the process for textbook adoption was in 1997 by Smith and DeRidder. The study examined the general criteria of textbook selection and publisher incentives in the adoption process of *accounting* textbooks. While information is pertinent to textbook adoption in general, it does not address the criteria used by management and marketing professors. Smith and DeRidder found that the top five criteria used in textbook selection by professors were 1) comprehensibility to students, 2) timelessness of text material, 3) compatibility between the text and homework problems, 4) exposition of quality of text, and 5) solutions manual. Other relevant criteria included the computerized test bank (ranked 8th), the cost to students (ranked 9th), instructor's teaching guide (rank 12th), and computerized practice set (rank 13th).

Because very little empirical research has examined the criteria for textbook selection and the promotional methods used by college textbook publishers, a pilot study was conducted as an initial step in understanding this process. By matching selection criteria and promotional methodologies of textbook publishers to college professors' adoption processes, the effectiveness of both will be enhanced.

METHOD

A sample of 2,110 marketing professors and 4,357 management professors were selected from universities throughout the United States using Hasselback directories of marketing (Hasselback, 1998) and the websites of universities and colleges throughout the United States. One hundred five-two surveys were returned by management professors and marketing professors returned 810 questionnaires. The total sample comprised 662 individuals, 204 from management and 458 from marketing.

Demographic comparisons of the two sub-samples indicated a high degree of similarity between the management and marketing groups. The overall sample demographics are listed in Table 1.

The survey consisted of 15 items addressing the topic of textbook adoption and promotional activities and 5 demographic-related questions. The first part of the survey used a 5-point scale ranging from 1 (very unimportant) to 5 (very important) to measure the importance of selection criteria such as content, cost, and ancillary materials (e.g., electronic test bank and PowerPoint slides) in the selection of textbooks. A 5-point scale was also used to ask about the influence of the reputation of the textbook author(s) and the importance of personal acquaintance with the author(s) on the adoption process. Because of the importance of ancillary materials and the investment by

publishers in developing such products, a separate question dealt with their importance and the relative importance of these items in electronic and/or online course formats. Additional questions addressed why professors switch textbooks and how long they continue with a textbook before switching.

The next section of the questionnaire dealt with the promotion of textbooks, both from the professor's selection viewpoint and the publisher's promotion viewpoint. Again, a 5-point scale ranging from 1 (very unimportant) to 5 (very important) was used to evaluate various methods such as e-mail, direct mail, and telephone which professors use to learn about new texts. Survey participants also were asked questions regarding approaches book representatives used to contact them, how often they are contacted, and how often they would like to be contacted. The last part of the questionnaire examined various methods publishers use to promote new textbooks, such as direct mail, e-mail, telephone, and personal visits from book salespersons.

The study was conducted using an Internet-based survey methodology. Birnbaum (2004) reviewed the literature on web-based questionnaire protocols and found encouraging evidence for the quality and usefulness of data collected over the Internet and WWW. The subjects were sent an e-mail explaining the purpose of the study and a link to click on if they wished to participate. Data were collected for two weeks after the e-mails were sent. Pre-testing indicated that approximately 15 minutes were required to complete the survey. There were no follow-up e-mails to encourage participation in the study.

RESULTS

Of the 2,110 e-mails sent to management faculty, 152 were returned as undeliverable and 204 responded yielding a response rate of 10.4%. Of the 4357 e-mails sent to marketing faculty, 810 were returned as undeliverable, and 458 responded for a 12.9% response rate. These response rates were deemed satisfactory for data collection using the Internet-based protocols (Birnbaum, 2004).

To facilitate the interpretation of the results the data are presented within two broad categories: 1) faculty considerations surrounding the adoption of new textbooks; and 2) promotional strategies of publishers and their sales representatives.

The first part of the study investigated factors important to management and marketing faculty in the textbook selection process including decision making criteria, the value of reputation and acquaintance with textbook authors, book ancillaries (e.g., PowerPoint slides), the adoption of a first edition book, the reasons for and frequency of switching textbooks, and the effectiveness of various approaches designed to inform faculty of new textbooks.

Marketing and management faculty were asked to indicate how important (using the 5-point scale previously indicated) the following criteria were in adopting a textbook. The mean importance scores for management (Mngt) and marketing (Mkt) faculty are provided: 1) content of text, M (Mngt) = 4.88; M (Mkt) = 4.84), 2) ancillary materials, M (Mngt) = 3.78; M (Mkt) = 3.83), 3) cost of text, M (Mngt) = 3.72; M (Mkt) = 3.71), 4) length of text, M (Mngt) = 3.61; M (Mkt) = 3.47), 5) edition of text, M (Mngt) = 3.54; M (Mkt) = 3.52), 6) text authors, M (Mngt) = 3.09; M (Mkt) = 3.04), 7) online and hard copy of text, M (Mngt) = 2.64; M (Mkt) = 2.55), 8) online text only, M

(Mngt) = 2.03; M (Mkt) = 1.91), and 9) advertising of text, M (Mngt) = 1.95; M (Mkt) = 1.87). Ttests indicated that there were no significant differences between the evaluations for any of these criteria for management and management faculty. Nevertheless, it can be seen that text content and ancillary materials were rated higher by both faculty than were text online materials and text advertising. It may be that online teaching, while increasing in popularity, it is still a rather new phenomenon and not frequently employed by faculty.

The item discussing the importance of the reputation and acquaintance with the author suggested by the mean value that the reputation of the author was more important than acquaintance with the author for both management (M (reputation) = 3.17 vs. M (acquaintance) = 1.98, respectively) and marketing faculty (M (reputation) = 3.11 vs. M (acquaintance) = 2.13, respectively) yet there were no statistical differences between management and marketing faculty on either reputation of author or acquaintance with author.

Next we examined the various ancillary materials and how important each was in the text selection process. The results are listed in Table 2 and indicate that there were significant differences between the two faculty groups in the rating of these items. Management faculty rated the availability of cases as significantly (p < .01) more important (M = 3.87) than marketing faculty (M = 3.52). Similarly, management faculty rated CDs for students as significantly (p < .01) more important (M = 2.64) than did marketing faculty (M = 2.38). Overall, the marketing and management faculty rated the various ancillaries similarly with cases, instructor's manual on CD, PowerPoint slides, and videos being rated relatively higher than materials supporting online courses.

Further editions of texts (e.g., 2nd, 3rd) indicate that books are accepted by faculty and thus may suggest that there is a reluctance to adopt first edition books. This was explored in the survey and results showed that there were no differences between management and marketing professors in their concerns about adopting first edition texts with both indicating that about 57% of them had no reservations.

Instructors frequently change textbooks and reasons for switching were explored. Faculty were asked to indicate their reasons for adopting a new text. In order of importance both faculty groups indicated that they switched text for the following reasons: content of new text, new textbook better suited to instructor's teaching style, unhappiness with current text, new edition of current text coming out and instructor wants to change, better ancillary materials with new text, dissatisfaction with ancillary materials, and unhappiness with publisher.

With many textbooks on a 3-year cycle, it is not surprising that the majority of the both groups indicated that they switch every 3 years (management faculty = 44%; marketing faculty = 38%). The second most popular time in switching text occurs every two years (management faculty = 22%; marketing faculty = 26%). Thus, about two-thirds of both faculty disciplines can be said to switch texts every 2-3 years with no significant difference between the two.

The questionnaire also examined how professors learn of new texts and these data are listed in Table 3. Marketing professors rated examination copies of textbooks as the number one approach that they learned about new textbooks, followed by contact by the book salesperson, and direct mail announcements as the third most important factor in learning about new texts. Similarly,

management professors rated examination copies of textbooks as the number one approach that they learned about new textbooks followed by contact by a book salesperson. However, management professors rated booth displays at conferences as the third most important way they learned about new books. There were significant differences between the two subgroups in how they learned about new textbooks in their field. Marketing professors tended to rate examination copies (M = 4.75 vs. M = 4.60, t() = 2.46, p < .01), contact by book representatives (M = 3.80 vs. M = 3.45, t() = 2.46, p < .01), and direct mail (M = 3.42 vs. M = 3.15, t() = 2.46, p < .01) more highly than did management professors. E-mails, advertising in media, and telephone messages were rated lowest by both groups of respondents.

The second major part of the investigation examined the nature of the relationships and contacts between faculty and book publishers and their textbook representatives. Communication methods with book representatives and frequency of contact desired with them, the desirability of direct mail promotions from publishers, effectiveness of promotions that encourage textbook examinations as well as use of the publisher's web site in selecting textbooks were examined.

Management and marketing professors were asked what types of communication from book representatives was desirable. Results indicated that the most desirable communication method by both groups was personal visits. The second most desirable method was e-mail, and the least desirable method of communication was the telephone. Interestingly, marketing professors preferred personal visits (M = 3.90) to a significantly greater degree (p < .01) than did management professors (M = 3.45).

Closely related to the method of communication is frequency of contact by book representatives. Both respondent groups indicated that their book representative usually contacts them once a semester and that this was also the most desirable number of contacts. When comparing the current level of contact to the desired level of contact, it appears that some publishers may be contacting professors more frequently than faculty desire. With respect to direct mail promotions from publishers, it appeared that both management and marketing faculty preferred advertising a specific book rather than multiple book promotions, however there were no significant differences between the two groups with respect to this issue.

An additional analysis examined seven types of textbook marketing techniques designed to encourage instructors to review new texts. Less desirable forms of promotional contacts were telephone contacts (least desirable), magazine promotions, publisher's website, and e-mails promoting new textbooks. The top three promotional strategies were (in order) providing examination copies to faculty, personal contacts by book representatives, and direct mail advertising literature. It is interesting that marketing faculty evaluated these three strategies as significantly higher (p < .001) than management faculty.

Even though faculty ranked visits to the publisher's web site as number five out of the seven strategies listed to encourage them to review new texts they nevertheless frequented such sites. Approximately half (51.3%) of the management faculty and about a third (37.7%) of the marketing faculty said they always access the publisher's website when reviewing a new textbook while 36.4% of the management faculty and 45.7% of the marketing faculty indicated that occasionally they access the publisher's website and 12.3% and 17.6%, respectively, never do. Interestingly,

marketing professors significantly consulted the publisher's web page more frequently than management professors (M = 1.81 vs. 1.69; (p < .05).

DISCUSSION

Because textbooks greatly influence the content of a course and are the primary teaching tool of instructors, how they are selected is an important research and practical issue. This pilot study provides valuable information in terms of how marketing and management professors adopt textbooks and how they view promotional methods being used by textbook publishers. Clearly, the most effective method of encouraging faculty to adopt a new text is to get the new book into their hands so they can examine the book. Because content is extremely important, a professor needs to examine the text to determine what is presented in the book and how it is presented.

Textbook publishers have been criticized for adding unused ancillaries to textbooks to drive the price up. One survey of university faculty indicated 65% rarely or never use the extra materials being provided (University Press 2004). However, this study confirms the importance of ancillary materials in the adoption process. Textbook publishers are correct in placing a heavy emphasis on ancillaries. But what may be misdirected is the type and quantity of ancillaries. This study would indicate faculty desire high quality basic ancillaries, such as basic PowerPoint slides, electronic test banks, and instructor manuals on CD. Rather than adding additional ancillary materials, publishers may gain more favor with faculty by enhancing the current ancillaries. Thus, adding 100 more questions per chapter to an electronic test bank may be more advantageous than adding extra online material that can be utilized in the course. Certainly, future studies need to be conducted in the area of ancillaries to determine the thoughts of professors on what is desired and how much. Issues of quality also need to be examined.

When professors do switch textbooks, it is almost always due to more desirable content of a new book or dissatisfaction with the content of the current text. Faculty report less adoption of new texts because they are dissatisfied with the ancillary materials or changing to a new book because it has better ancillary materials. Additionally, the most likely time for switching is when their current text is entering a new edition. Thus, timing is critical. Examination copies received at the right time enhances the probability of adoption, while copies received at other times is likely to be set aside.

Professors prefer being contacted in person, once a semester. Of course, the most logical time is just prior to when the textbook order for the next semester is due. If an examination copy of the text can be given at that time, the adoption probability is enhanced. If a personal visit is not possible, then an e-mail is acceptable. A telephone call is not desired. Clearly, professors do not like to be contacted by telephone by a book representative.

Direct mail promotions can be an effective promotional method, if the piece discusses only one textbook. The promotional flyers or magazines that describe multiple books are not nearly as effective in encouraging professors to consider a new book. Direct mail is an effective means of learning about new books after examination copies and contact by the book salesperson. Indeed, over 50% of the respondents in this study indicated it was a desirable method. It is more effective than booth displays at conferences. While participants at a conference can examine books at a booth, not all conferences are attended by publishers and not all faculty members attend

conferences. Thus, learning about new books at a conference may not be an effective approach.

The last important issue found in this study is the cost of the text for students. Because of increased costs for textbooks and tuition, students have complained (Marklein 2005). In many localities, the local media has echoed this sentiment, as well as parents. University faculty appear to have heard the message. As indicated earlier, the cost of the text for students was ranked as the 3rd most important criteria by both management and marketing faculty. These figures are considerably higher than those reported by Smith and DeRidder (1997) for accounting professors. The mean importance of costs for both management and marketing faculty suggests that the cost of the text for students has increased in importance and may indicate that professors today are concerned about the increasing costs of student textbooks and have heard student concerns. Alternatively, it may simply suggest that textbook costs are more important (ranked 3 out of 9) to management and marketing faculty than accounting professors who ranked costs number 9 out of 13.

Textbook publishers need to take notice. Instead of adding more costs through additional ancillary materials, perhaps the companies need to look for means of reducing the costs of what is currently on the market. If not, it is highly possible that new upstart companies like Atomic Dog may capture a larger percentage of the textbook market. Atomic Dog is a new publisher that produces online and accompanying paperback copies of a text for considerably lower price than mainstream publishers (Carlson 2005). As more faculty members empathize with students, more will look for ways to reduce their student's textbook costs.

The questionnaire did not pursue what type of cases or in which courses cases are desired. Certainly, future studies will want to address this issue. Also, it may be very informative to compare business faculty textbook adoption considerations with faculty in other disciplines. One of the primary purposes of a pilot study is to produce information that should be explored in greater depth.

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Tables and Figures

Table 1Sample Characteristics

| Demographic Variable | Classification | Management | Marketing |
|--------------------------|-----------------------|------------|-----------|
| | Less than 5 years | 14.2% | 5.9% |
| | 6-10 years | 18.6% | 16.6% |
| Teaching experience | 11-15 years | 16.7% | 15.9% |
| | 16-20 years | 15.2% | 15.3% |
| | More than 20 years | 35.3% | 46.3% |
| Current rank | Adjunct or instructor | 14.5% | 4.4% |
| | Assistant professor | 28.5% | 19.3% |
| | Associate professor | 22.3% | 32.5% |
| | Full professor | 34.7% | 43.7% |
| Institution's enrollment | 0-4,999 | 30.1% | 16.7% |
| | 5,000 to 9,999 | 28.1% | 22.8% |
| | 10,000 to 14,999 | 13.8% | 15.4% |
| | 15,000 to 19,999 | 7.9% | 15.8% |
| | 20,000 to 24,999 | 5.9% | 12.3% |
| | 25,000 or more | 14.3% | 17.1% |

Table 2 Importance of Various Ancillaries to Adopt a Textbook

| Variable | Management | Marketing | T-Value | Significance |
|----------------------------------|------------|-----------|---------|--------------|
| Cases | 3.87 | 3.52 | 3.536 | .000 |
| Instructor's Manual on CD | 3.47 | 3.36 | 0.959 | .338 |
| Basic PPT slides | 3.38 | 3.59 | 1.861 | .063 |
| Videos | 3.33 | 3.43 | 0.682 | .496 |
| Hard copy of Instructor's Manual | 3.32 | 3.14 | 1.514 | .131 |
| Electronic test bank | 3.20 | 3.43 | 1.775 | .076 |
| Video-enhanced PPT | 3.03 | 3.11 | 0.725 | .469 |
| Hard copy of test bank | 2.73 | 2.80 | 0.603 | .547 |
| Online class material | 2.73 | 2.57 | 1.427 | .154 |
| CD for students | 2.64 | 2.38 | 2.556 | .011 |
| Online student quizzes | 2.49 | 2.33 | 1.499 | .134 |
| Online testing | 2.15 | 1.99 | 1.588 | .113 |

| Variable | Management | Marketing | T-Value | Significance |
|-----------------------------|------------|-----------|---------|--------------|
| Examination copy | 4.60 | 4.75 | 2.462 | .014 |
| Contact by book rep | 3.45 | 3.80 | 3.677 | .000 |
| Direct mail | 3.15 | 3.42 | 2.588 | .010 |
| Booth displays (conference) | 3.32 | 3.14 | 1.744 | .082 |
| Publisher's website | 3.22 | 3.11 | 0.994 | .321 |
| E-mail | 2.95 | 3.05 | 0.874 | .382 |
| Advertising in media | 2.25 | 2.20 | 0.640 | .522 |
| Telephone | 1.76 | 1.64 | 1.498 | .117 |

Table 3Learning about New Textbook