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Sustainability in Business: Developing an Undergraduate Business Course

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PREFACE

This volume contains the proceedings of the 44th Annual Conference of the Marketing Educators' Association (MEA) held at the Renaissance Seattle Hotel, Seattle, Washington, April 2-4, 2020. Unfortunately, the conference this year was cancelled due to the COVID-19. Therefore, our proceedings have been submitted online to the MEA conference website

The conference theme continues to be, Enhancing the Practice and Scholarship of Marketing Education, reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. It also suggests career opportunities for marketing educators. Embracing new learning styles, new technologies, and incorporating new methods in our classrooms transform these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these challenges and opportunities in mind. These conference proceedings include competitive papers/abstracts, position papers, and special session proposals. Each competitive paper was double-blind reviewed and authors provided a full paper or an abstract for publication.

An editorial committee evaluated position papers and special session proposals and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and several other nations, including Australia, Canada, Costa Rica, England, Malaysia, Philippines, South Africa, and Switzerland. We also have several participants representing industry. The competitive papers/abstracts, position papers, and special session proposals appear in alphabetical order by the title of the presentation starting with the competitive paper winners. Anyone with a passion for teaching marketing and who is working their way through a marketing educators' career is sure to find many interesting and useful ideas in the papers and abstracts contained within the pages of these proceedings.

ACKNOWLEDGMENTS

continue the organization financially and operationally robust. Our Immediate Past President, Dr. Mindy Welch was there for us throughout the year as an advisor and mentor. Thank you to Dr. Brian Jorgensen for your leadership as the MEA Board Chair.

Dr. David S. Ackerman has continued to help keep MEA strong through his marketing communications and promotions efforts. Webmaster Dr. Lars Perner, along with Rachel White, continues to maintain and enhance our professional online presence.

Thank you to our reviewers for the competitive papers.
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Competitive Paper Winner(s)

Competitive Paper Winner:
Title: Sustainability in Business: Developing an Undergraduate Business Course
St. Catherine University

Author: Julie B Nelsen (St. Catherine University); Sarah Rand (St. Catherine University); Mary Henderson (St. Catherine University)
Primary Contact Email: jbnelsen@stkate.edu

Abstract: The purpose of this paper is to discuss the rationale and process of creating a new course focused on business sustainability in the University's Department of Business Administration. Currently, the University offers just one business sustainability course, delivered once every two years as a January study-abroad course in Chile. While an outstanding experience, a limited number of students can take advantage of the opportunity. After identifying this gap in our business programs, we created a stand-alone course that focuses on business sustainability. This paper addresses the following questions: What is the business case for adding the course? What should the learning goals and outcomes be? After an extensive review of business needs and existing program offerings, the authors created a new course: BUSI 2000: Sustainability through a Business Lens. The course framework includes: developing an understanding of business ethics and Corporate Social Responsibility (CSR) focusing on social justice; exploring the triple bottom line framework (TBL); gaining a deeper understanding of business sustainability through experiential learning; and understanding the connections between setting strategic priorities and measuring the success of sustainability initiatives.

References Available Upon Request

Competitive Paper Runner Up
Title: Offering Marketing Analytics Courses: An Opportunity to Reduce the Gender Wage Gap?

Author: Gauri Kulkarni (Towson University); Gema Vinuales (San Jose State University)*

Primary Contact Email: gema.vinuales@sjsu.edu

Abstract: Factors influencing student choice of a college, a major, courses, and career paths are frequently examined in the research on higher education. The widespread notion is that females tend to gravitate away from quantitative areas of study, and therefore remain underrepresented in quantitative professional fields. Our study focuses on marketing coursework in business education. We examine perceptions of a hypothetical course in marketing analytics, an emerging area within marketing that emphasizes data-driven decision making and is highly quantitative, technical, and analytical in nature. We compare differences in perception across genders and find that, in fact, females tend to have more favorable perceptions and more interest in taking such a course. Thus, our findings suggest a surprising and interesting avenue for females to pursue analytical coursework, enter a quantitative profession, and possibly contribute to narrowing the gender wage gap.

Competitive Paper (Abstracts)

Title: Revisiting the Growth Share Matrix
Authors: Ryan Schill (INCAE Business School)
Primary Contact Email: rschill@uvu.edu

Abstract: One of the key marketing/financial strategies for growth enterprises is the ability to augment the need for external capital infusions by means of the generation of cash flows directly by dynamic product-line profitability. One method for this is the strategic use of cash cow products. This paper presents guidelines and conceptual strategies/issues for planning and creating new cash cow products.

Title: Future Leaders in a Diverse Workforce – Educating Marketing and Management Students on Implicit Biases

Author: Mary Thomas (St. Catherine University)
Primary Contact Email: mbthomas@stkate.edu

Abstract: Addressing implicit biases, particularly in the area of prejudice and racism, in current and future business leaders is a necessity. This study examines the effects of teaching a university Business Administration course on the topics of diversity, focusing on implicit bias and racism. Throughout the 15-week course, students were presented with a vast amount of material in the form of readings, viewings, and current events on the topics of bias, prejudice, and racism. The quantitative portion of the study included the implementation and results of the Implicit Association Test (IAT). The qualitative portion of the study included an analysis of students' written course reflections. Outcomes were mixed with the quantitative results showing no significance and qualitative results showing a substantial impact.

Title: STUDENT FEEDBACK AND CURRICULUM DESIGN

Author: Julie Bonner (CWU); Laura Portolese (Central Washington University); Lori Braunstein (CWU)
Primary Contact Email: julie.bonner@cwu.edu
Abstract: Faculty in the Information Technology and Administrative Management (ITAM) department of Central Washington University (CWU) suspected that students were not reading feedback. Not all of the bells and whistles for tracking activity for students are turned on in Canvas; however, in Spring Quarter 2018, faculty discovered that Canvas does show if students have reviewed the annotated comments on paper submissions. In Fall Quarter 2018 and Winter Quarter 2019 three faculty gathered data on these annotated paper comments to establish a methodology for gathering this data. The goal was to establish how this data may inform

curriculum design in a way that engages students more on the feedback process that is so crucial to the learning loop required to be successful in school. The descriptive and correlation statistics showed the faculty that the open rate for paper annotated comments was low. Grades did show a correlation to the open rate. All of the data collected has helped to inform new strategies in course instructional design.

References Available Upon Request

Title: Prada at Princeton: College Choice as Luxury Consumption for the Extended Self

Author: David Ackerman (California State University, Northridge); Barbara L. Gross (California State University, Northridge); Emi Moriuchi (Rochester Institute of Technology)

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Abstract: This paper explores higher education choices from a consumer behavior perspective. We take the view that higher education is a consumption product, instrumental to the process by which college students and graduates construct their identities. Structural model analysis was done on the data. Analysis results find that the prospect of a quality education, in and of itself, may not lead students to desire a particular school. Fulfillment of self-esteem needs and a fit with the extended self contributed the most to how much students liked a particular university. Implications for higher education are discussed.

References Available Upon Request

Title: It's Okay to Cheat, as Long as I Learn from the Answer: Student Perceptions of the Ethicality of "Tutoring" Websites as a Function of Help Level and Self-Efficacy

Author: Jennifer Bechkoff (San Jose State University)

Primary Contact Email: Jennifer.Bechkoff@sjsu.edu

Abstract: The Internet has made it easier for students to find answers to exams and homework assignments without having to complete the work themselves. These answers can often be found on "tutoring"/"homework help" websites where students upload past/present coursework for other students to use, or they post current assignment questions for strangers to answer for them. A survey of 262 business students revealed that students feel getting the assignment answer from a tutoring website is just as ethical as getting general tutoring on the subject as long as the steps are provided with the answer so students can learn how the answer was derived. Interestingly, self-efficacious students see getting general tutoring as an ethical way to achieve success on their assignment, but they do not perceive using a tutoring website to provide the answer for them (with or without the steps given) to be any more ethical than do students low in self-efficacy. There is also a trend toward significance revealing students low in self-efficacy find general tutoring may be more ethical when they perceive the purpose of the graded assignment is to teach the concept vs. assess learning, while students high in self-efficacy find general tutoring to

be more ethical when they perceive the purpose of the graded assignment is to assess learning vs. teach the concept. Implications and recommendations are discussed.

References Available Upon Request

Title: Understanding Determinants of Mobile App Adoption Using an Integrated Tam-Doi Model

Author: JUSTIN PAUL (University of Puerto Rico)

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Abstract: Mobile Applications (apps) are now the most essential part of daily life. The tremendous growth of apps' service providers and millions of apps have become a phenomenon these days, with young consumers becoming the largest chunk of app users. However, not every app is worthy for adoption and use, which leads to low retention/adoption rate for thousands of such apps. In this context, this study seeks to a) develop and validate a new hybrid model, (as a theoretical lens for future research) combining the Technology Acceptance Model (TAM) with the Diffusion of Innovation (DoI) model to analyze the behavioral intentions. b) analyze the factors determining the usage of mobile applications by young consumers and their behavioral intention to use those apps in an emerging country context. Confirmatory Factor Analysis and Structural Equation Modeling were applied to test different constructs. The results show that relative advantage (RA), perceived enjoyment (PENJ) and compatibility (COMP) were antecedents of perceived usefulness (PU); trialability (TRI) and complexity (CPL) were antecedents of perceived ease of use (PEOU); and PEOU→PU were significant determinants of intention (IN) to use Mobile 'Apps'. This paper is probably the first of its type, which combines DOI and TAM models and tested the effect in an emerging economy context.

References Available Upon Request

Title: Deadline Nudging for Academic Performance Improvement

Author: Holly Hapke (University of Kentucky); Anita Lee-Post (University of Kentucky); Tereza Dean (Ball State University)

Primary Contact Email: holly.hapke@uky.edu

Abstract: Based on the theory of nudging from behavioral economics, we design and test the effectiveness of deadline nudging to address the bounded self-control barrier to students' on-time homework completion in a large-size undergraduate marketing class. We provide empirical evidence on the positive deadline nudging effect on students' homework as well as exam performance. Theoretically, we contribute to extending the positive effect of deadline nudging

from single to multiple repeated tasks. Practically, deadline nudging offers educators in large-size classes a cost-effective means to prod students to improve academic performance.

References Available Upon Request

Title: The Marketing Plan as a Threshold Concept

Author: Linda Rochford (University of Minnesota Duluth)

Primary Contact Email: lrochfor@d.umn.edu

Abstract: This paper summarizes the threshold concept literature and demonstrates how the marketing plan exhibits threshold characteristics. Threshold concepts are key concepts in a discipline that transform one's understanding, are integrative in nature, but can also be troublesome to learn. Implications for understanding the marketing plan as a threshold concept are identified in terms of improving student learning, resource allocation, and curriculum integration and assessment.

References Available Upon Request

Title: The Data Mining Tool Kit, What Every Marketing Student Should Learn

Author: Kurt Kirstein (Central Washington University)

Primary Contact Email: kurt.kirstein@cwu.edu

Abstract: Accessible data mining skills have often been excluded from traditional marketing education programs. This is beginning to change as more marketing programs begin to include analytics as an elective or even core part of the curriculum. Yet given the increasing volume of data that is becoming available, and the need to establish more personalized relationships with customers, it is important that all marketing students be taught how to use a fundamental set of data mining skills. This article briefly describes three categories of data mining tools that should be in every marketer's data mining tool kit. These include tools that allow marketers to discover data, learn from the past, and segment datasets.

References Available Upon Request

Title: MARKETING ANALYST JOB REQUIREMENTS: PREPARING MARKETING GRADUATES

Author: Gary Karns (Seattle Pacific University); Vicki Eveland (Seattle Pacific University); Andy Chen (SPU)

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Abstract: Given the movement of marketing practice toward data-driven marketing (Erevelles, Fukawa, & Swayne, 2016: Wedel & Kannan, 2016) it is essential that marketing programs develop the set of knowledge and skills that enable graduates to perform such work. This exploratory study extends the prior thread in the marketing education literature about preparing graduates to meet employers' job requirements by examining the content in marketing analyst job listings on LinkedIn®. Our analysis postings reveals that marketing graduates need to have a comprehensive set of analytic, interpersonal, and communication skillsets along with a strong understanding of marketing strategy to be successful applicants for marketing analyst positions.

References Available Upon Request

Title: Unplugged: Abstaining from Digital Media Enhances Student Learning
Author: Caroline K Munoz (University of North Georgia); Natalie Wood (Saint Joseph's University)
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Abstract: Technology and new digital media tools can enhance student learning; however, the opposite also can be true. Abstaining from technology and digital media can help students understand how such technology influences consumer behavior and how marketers may use it. This paper describes the purpose, design, and methods of an unplugged class assignment in which students pledged to abstain from all forms of digital media for 48 consecutive hours to help them develop an appreciation for how digital media in general and social media specifically influences their behavior. Opportunities and challenges associated with replicating the assignment in additional marketing classes are discussed.

References Available Upon Request

Title: Conducting In-Depth Interviews - Student Reflections
Author: Shikha Upadhyaya (California State University, Los Angeles)
Primary Contact Email: supadhy4@calstatela.edu

Abstract: Corporations utilize different types of qualitative research methods to gain critical insights on their consumers (Belk 2006; Belk, Fischer, and Kozinets 2013; Keegan 2009; Ndichu and Upadhyaya 2019) and markets (Viswanathan, Rosa and Ruth 2010; Upadhyaya et al. 2016). While focus groups used to be the "go-to" qualitative method in the past, both academics and practitioners acknowledge and utilize other methods such as in-depth interviews, observation, Netnography. Corporations such as P&G, Xerox, Intel adopt qualitative market research approaches to enhance their products and to learn about new consumer segments (Houston et al. 2019). Reflecting on the increased acceptance and importance of qualitative research methods, this paper highlights student reflections on their experiences conducting in-depth interviews on various topics such as First-Generation College students, on-campus mental health services, financial literacy. This paper aims to shed light on how marketing research pedagogies can help students to be more self-reflective in their application of these methods and gain deeper insights on issues relevant to them.

References Available Upon Request

Title: Fulfilling Multicultural Marketing Curricula Goals with World Discrimination, Disparity, Oppression, and Marginalization Realism Across Eight Cultures of Indigenous Hand Weavers as Small-Scale Entrepreneurial Makers/Marketers

Author: Ruth Taylor ("Texas State University, San Marcos")
Primary Contact Email: rt01@txstate.edu

Abstract: Increasing multicultural classrooms/workplaces, in turn, increase possibilities of intended/unintended marginalization. Toward guarding against marginalization this paper had several purposes: (1) identify goals of multicultural education; (2) develop profiles of eight cultures of Indigenous Peoples who have faced stresses of discrimination, lack of inclusion, disparities, oppression and marginalization; (3) integrate findings into schema of best practices in teaching to reach multicultural curricula goals; (4) set forth a best practices listing useful to indigenous hand weavers and artisans of other human hand-skill worked mediums who are small-scale entrepreneurial makers and marketers; and additionally (5) identify lack of inclusion of North American Indians and Native Alaskans, our U.S. Nation's Indigenous Peoples, in Principles of Marketing textbooks.

References Available Upon Request

Title: Increasing Marketing Students' Awareness About Climate Change: The Extended Global Footprint Exercise

Author: Rika Houston (California State University, Los Angeles); Silvia L Martin (California State University)
Primary Contact Email: hhousto@calstatela.edu

Abstract: The abstract nature of climate change calls for a more measured approach to the learning experience--one that first exposes students to macro-environmental issues that help to change their perceptions about climate change in the broader context of sustainability. In this paper, the authors discuss and present an active learning exercise implemented in an undergraduate sustainability marketing course. Designed to inspire a more critical understanding of the human impact of climate change, this exercise helps students explore the connection between their everyday consumption practices and the larger issue of climate change. In doing so, the authors hope to contribute more positively to a future generation of more enlightened marketing students who recognize and internalize their responsibilities as marketers and consumers in mitigating the human impact of climate change.

References Available Upon Request

Title: Assessing Student Learning through the Use of a Fable and Analogical Transfer

Author: Stuart Van Auken (Florida Gulf Coast University); Ludmilla Wells (LgWells Marketing Consultancy)
Primary Contact Email: Svanauke@fgcu.edu

Abstract: The study addresses the ability of students to make connections between the consumer decision process and the advertising message and media selection components of the communication process. It does so by identifying five implications based on consumer search and no search that students were exposed to in a lecture six-weeks before. An example of an ad message implication for consumers pursuing an information search is to provide them with information to help them make a decision; while a key implication for the ad message for consumers not searching is to grab their attention. The study seeks to reveal if students can relate such implications to the ad message and media selection with and without prompts or cues which serve to guide thinking. The study is unique in that it uses an Aesop fable entitled the Fox and the Goat which contains a "Look before you leap" moral. The study follows with search and no search prompts. The study's intent is to reveal the efficacy of the fable in guiding thinking and comparisons are made with a control group which contains no fable exposure.
The results revealed the efficacy of the fable and the ability of the fable to influence knowledge recovery when combined with a search and no search framework. Basically, the fable gives extra meaning to an interpretation of search and no search prompts and helps to guide the interpretation of the implications for the ad message and for media selection.

References Available Upon Request

Title: The Influence of Students Learning Style on Student Learning Outcomes in Marketing Courses: Comparison of Participatory and Experiential Projects

Author: Vladimir Pashkevich (St. Francis College)
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Abstract: The study empirically analyzed student perceived effectiveness of two learning activities, experiential and participative, based on the student's individual learning style, as measured by Kolb's Learning Style Inventory. One hundred fifty seven undergraduate marketing students were surveyed. Results indicate that perceived effectiveness of two learning activities used in the marketing classroom do differ based on a person's learning style. Student learning styles have the greatest impact on student perceived effectiveness of the experiential project, but also have an impact on participative project.

References Available Upon Request

Title: Opportunities for Design Thinking in the Marketing Curriculum

Author: Ingrid Kajzer Mitchell (Royal Roads University); Larry Zolob (Entrepreneur/Royal Roads University)
Primary Contact Email: ingrid.kajzermitchell@royalroads.ca

Abstract: The practice of design thinking (DT) is on its way to becoming ubiquitous in many professional fields (within and outside of marketing) as it simultaneously becomes an epicenter

of teaching methodology in future-oriented programs around the globe. Notwithstanding the rise in popularity, scholarly work on effective integration in marketing education is limited. Given this, and the iterative character of the DT process itself, we share our own learnings collected through the past 8 years of engagement with DT as our core pedagogical approach for teaching applied marketing theory. We will present these findings with context as we consider other published works relative to academic successes and challenges. It is our hope to foster a more critical approach to DT for the sake of best preparing our learners for success in the workplace.

References Available Upon Request

Title: Factors Affecting the Macau College Students' Re-Use of an Electronic Learning System (ELS)

Author: luz.suplico@dlsu.edu.ph
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Abstract: This study examines the factors that affect the students' intent to re-use an ELS. There were 177 college students from a public university in Macau, China, that were surveyed to find out the factors that will influence their intent to re-use the ELS. This study used the Technology Acceptance Model (TAM). The results showed that intrinsic motivation (IM) and extrinsic motivation (EM) did not moderate the relationship between satisfaction (ST) and intent to re-use the ELS (INT). Using Structural Equation Modeling (SMART-PLS), the factors that were significant for the Macau respondents were as follows: (1) perceived convenience (PC) to perceived ease of use (PEOU), (2) perceived ease of use (PEOU) to perceived usefulness (PU), (3) user training (UT) to perceived ease of use (PEOU), (4) perceived ease of use (PEOU) to satisfaction (ST), (5) perceived convenience (PC) to perceived ease of use (PEOU), (6) perceived usefulness (PU) to satisfaction (ST) and (7) satisfaction (ST) to intent to re-use (INT) the ELS. Intrinsic and extrinsic motivation did not moderate the relationship between ST and INT.

References Available Upon Request

Position Paper (Abstracts)

Title: Examining Higher Education Service Quality Variables Across Academic Disciplines

Author: Fabienne Cadet (St. John's University)
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Abstract: The education sector has emerged in our society as a major service industry. Service quality has emerged as a major component in higher education institution (HEI) strategy. Service quality research in the higher education sector is new, in comparison to that of the commercial sector. The instruments employed to assess service quality have not been consistent. Additionally, many instruments utilized have only been able to capture data at the university

level, overlooking the differences that may exist in service quality expectations among students of various academic disciplines within the different schools/departments of the HEIs. Using the HEdPERF model, this study will attempt to determine if there are in fact differences in how students perceive service quality across different academic disciplines and what these differences are. This research will be conducted using a structured questionnaire with 41 statements based on the HEdPERF scale. The instrument aims at considering not only the academic components, but also aspects of the total service environment as experienced by the student. Unlike most studies that have simply measured service quality by asking respondents to rate their satisfaction of the items (from strongly agree to strongly disagree), this study will put the actual dimensions to the test by asking respondents to rate them by significance (from extremely important to extremely unimportant). This will shed light on whether or not the dimensions are appropriate across all academic disciplines, which will be beneficial to HEIs in their pursuit of effective strategies for both attracting and satisfying students. Additionally, the study will determine which variables are most important based on academic discipline.

References Available Upon Request

Title: In Search of the Perfect Group Project – A Discussion of "Short-Term" Projects

Author: Amy Parsons (King's College)
Primary Contact Email: AmyParsons@kings.edu

Abstract: This proposal discusses some of the benefits and challenges of utilizing group projects in marketing classes from both faculty and student perspectives. The impact of free riding and shortages of class time on productivity and student learning outcomes are specifically addressed. Formats for group projects are also discussed including long term projects, case assignments and competitions. An alternate approach labeled "short -term" projects is described. This approach is applied to case analysis, problem solving and competitions. Details of the projects and competitions are presented. From the faculty perspective, these types of projects reduce the amount of free riding and provide insights into individual student contributions to projects. Conversely, students also seem to enjoy them.

References Available Upon Request

Title: Preparing Students for Success in Hybrid Marketing Courses- Time Management

Author: Sean M. Keyani (California State University, Northridge)*; Barbara L. Gross (California State University, Northridge); David Ackerman (California State University, Northridge)
Primary Contact Email: sean.keyani@csun.edu

Abstract: This position paper explores the drivers of students' success in hybrid marketing courses, sharing preliminary research results with a specific focus on time management skills. 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. Also, some sources suggest that some students will not do as well in entirely online courses as they do in the classroom where there is face-to-face interaction, which limits its usefulness. Prior research has only explored factors that drive student success in online courses. In this research, we combined the factors presented in previous research regarding student success in online settings and measured their relationship 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 this research, we also explored students' prior experience with online/hybrid courses and computer literacy as additional factors potentially driving student success in hybrid classes.

The questionnaire for our proposed research was adopted from previous research studies; we added additional questions regarding computer literacy, number of online courses taken, and online class dropout information. Our findings after data analysis suggest that instructors of hybrid courses should focus on helping students achieve better time management skills necessary to succeed. Given the educational benefits of hybrid classes to students and the resource benefits to academic marketing departments, this position paper focuses on the important issue.

<center>References Available Upon Request</center>

Title: Improving MBA Student Cultural Intelligence through an Experiential Cross-Cultural, Negotiation Role-play

Author: Judith L. Richards (California Lutheran University)
Primary Contact Email: jlrichar@callutheran.edu

Abstract: Today is it imperative that universities prepare future marketing executives for the global business world including building cultural intelligence (CQ) to succeed in cross-cultural negotiations. Educational curriculum which utilized cross-cultural role-plays have been found to support the improvement of student negotiation confidence, competence, likelihood in achieving goals plus awareness of cultural values. This research studied the effectiveness of a cross-cultural, role-play that was found to increase student cultural awareness. Additionally, MBA student participants completed a Cultural Intelligence Scale. The findings demonstrated that the majority of students could benefit from increasing their cultural knowledge by additional preparation when engaging in cross-cultural interactions. According to the results of the study, the majority of the students have a significant opportunity to improve their CQ. The international students scored higher on CQ then domestic, United States students.

<center>References Available Upon Request</center>

Title: Changing a Course Assessment to Measure Program Learning Outcomes

Author: M. Merrill Johnson, Assistant Professor, Bellevue University (merrill.johnson@bellevue.edu); Julia Cronin-Gilmore, Ph.D., Professor, Bellevue University; Randa Zalman, Assistant Professor, Bellevue University
Primary Contact Email: merrill.johnson@bellevue.edu

Abstract: The goal of creating a program assessment plan is to measure student learning and facilitate continuous program level improvement as part of an institutions accreditation. As part of the process, measuring student learning outcomes and how it maps to program learning outcomes is used to continuously improve courses and programs better meeting the needs of students. Learning outcomes are measured as direct, which typically will involve a raw score and indirect such as a student survey or other. The process has been labor-intensive and inconsistent for most institutions (Shepherd, Pope, & Reeves, 2019). According to Rodgers 2012, the motivation to use assessment follows two main philosophies with the first as creating a tool to have a process in place and the second acknowledges the practical side of the former rationale, as well as the greater need to improve student learning. Additional research revealed conflicting information where a properly managed assessment can make a difference in student learning while a separate study identified it may not be achieved (Ahmed, 2015). As such, the goal of improved student learning requires an ongoing commitment by faculty to fine tune their assessment strategies. Assessing a direct measure of program learning outcomes moving away from raw scores earned on a marketing plan project to specific outcomes at the course level is the premise for this position paper.

References Available Upon Request

Title: Make them recoil, to improve recall? The effects of shocking and controversial examples in marketing lectures

Author: Joel Petry (Southern Illinois University Edwardsville); Christine Winter (Southern Illinois University Edwardsville); Michael Hair (Southern Illinois University Edwardsville)
Primary Contact Email: mhair@siue.edu

Abstract: In this position paper related to innovative teaching methods, the possible benefits and potentially negative outcomes resulting from the use of controversial and shocking examples in marketing courses are explored. The authors review relevant literature related to the effects of shock and controversy on student cognition, and discuss how lecture material of this type can influence memory, cognition, moral norms, and ethical behavior. Guidance for future studies is elicited.

References Available Upon Request

Title: Does the Identity Marketing Backfire Effect Occur to Asian Consumers? The Moderating Role of Self-Construal

Author: Ying-Ching Lin (National Chengchi University); Kai-Yu Wang (Brock University)

Primary Contact Email: mlin@nccu.edu.tw

Abstract: Identity marketing has been widely used across the globe by practitioners; however, few academic studies have investigated the effect of identity-relevant messages targeting Asian markets. To fill this gap, we conducted a study (Study 1) to examine whether an identity marketing backfire effect (Bhattacharjee, Berger, and Menon 2014) would be observed in Asian markets; however, the backfire effect was not found. We propose that self-construal moderates the identity marketing message effect on ad persuasion. Two experimental studies were conducted to test our hypotheses in an Asian market (i.e., Taiwan). Study 2 showed that the identity-defining message generated lower ad and product evaluations than the identity-referencing message among higher independent self-construal participants. The effects were not observed among lower independent self-construal participants. Study 3 replicated the results of Study 2 by manipulating self-construal in a different product ad. We provided evidence of the mechanism underlying these effects by demonstrating that the identity-defining message ad lowered the agency in identity expression than the identity-referencing message ad, thus resulting in less favorable evaluations among the participants in the independent self-construal condition. The findings enable marketers to develop advertising strategies using identity message ads when targeting Asian consumers.

References Available Upon Request

Title: The need for segmented student experience

Author: Jessica L Pallant (Swinburne University of Technology); Jason Pallant (Swinburne University of Technology); Ryan Jopp (Swinburne University of Technology)
Primary Contact Email: jlpallant@swin.edu.au

Abstract: With this positioning paper we seek to set a future agenda to consider student experience in a segmented way. This likely has large implications for higher education practice, while also representing many opportunities for future research.

References Available Upon Request

Title: Strolling in Shoppers' Shoes: Designing and Using Simulation Activities to Improve Empathy and Consumer Insight.

Author: Jane E Machin (Radford University)
Primary Contact Email: jmachin@radford.edu

Abstract: Empathy for the target consumer is of critical importance for marketers seeking to design memorable consumption experiences that delight (Batat, 2019). This position paper focuses on the benefits of dramatic simulation activities to help students develop empathy and insight for target populations. Results from the design and implementation of four simulation activities (old age, dyslexia, alcohol influence, and mental illness) will be presented. Strategies to

design, plan, execute and debrief customized, budget-friendly simulations will be discussed and insights offered on how to adapt simulations for mass classes.

<center>References Available Upon Request</center>

Title: Minimizing Hindsight Bias through TSL: Immersing Students into Digital Environments to Battle Piracy

Author: Theresa Billiot (Woodbury University)

Primary Contact Email: theresa.billiot@woodbury.edu

Abstract: This paper proposes an alternative approach to using case studies to minimize hindsight bias among students. While case studies help students learn about the history of challenges and solutions, students tend to view past decision-making through the lens of contemporary times. To curtail hindsight bias, this paper proposes a pedagogy that places students to becoming problem-solvers by addressing present-day challenges. Within the framework of Fink's (2003) Taxonomy of Significant Learning, this teaching method tackles the rapid digital piracy taking place online which impacts brand valuation for companies, while stimulating continuous learning rather than judging past circumstances and decisions. Three goals for a working prototype course are outlined.

<center>References Available Upon Request</center>

Title: Emphasizing and Teaching Professionalism in Sales Courses

Author: Nathan Kirkpatrick (Stephen F. Austin State University); C. Clifton Eason (Samford University)
Primary Contact Email: kirkpatrwn@sfasu.edu

Abstract: In response to feedback from the marketplace, there has been a growing emphasis on professionalism and "soft skills" in the curricula of business schools in recent years. Sales courses are conducive to the teaching and learning of those soft skills due to the ability to display and practice professional skills. A good sales course does not just measure a student's comprehension of sales concepts, rather it requires a student to demonstrate those skills, and sales professors model the desired behaviors to help students better understand, internalize, and use them. We suggest that sales courses are the ideal place for teaching the attitudes and behaviors of business professionalism. In our position paper, we will provide details of assignments and technologies that can be used to effectively teach and assess attitudes and behaviors that are associated with professionalism in sales environments (and in the workplace).

<center>References Available Upon Request</center>

Title: Undergraduate Sales Certificates: A Curriculum Review

Author: Zachary Moore (University of Louisiana at Monroe)*
Primary Contact Email: zmoore@ulm.edu

Abstract: Undergraduate sales certificates have boomed in popularity in recent years as universities have improved their educational offerings in professional selling. The short format certificate has taken a critical place in the educational opportunities that are afforded to students of sales. This position paper examines the curricula of 49 undergraduate sales certificate programs to determine trends in this crucial area of sales education.

References Available Upon Request

Title: From Academia to Practice and Back to Academia

Author: Dominique Marguerat (university of applied sciences western Switzerland HES-SO); Sabine Emad (HEG Geneva - HES-SO)
Primary Contact Email: dominique.marguerat@hesge.ch

Abstract: Position paper tempting to present the challenges, reasons and potential side effects of returning into the world of research and academic teaching for a marketing practitioner.

References Available Upon Request

Title: Selfies as a means of controlling students as interviewers in a Market research course project at a Swiss University

Author: Magali Dubosson (Hes-so - HEG Fribourg); Sabine Emad (HEG Geneva - HES-SO)
Primary Contact Email: sabine.emad@hesge.ch

Abstract: Students of a market research course project at a Swiss university were asked to take a selfie with their respondents as a control method. Students and interviewee perceptions, as well as selfies, were analyzed. The analysis of the students' perception shows that it is much more positive when the request is well explained. The respondents' perception appeared to be more positive than the students', especially when the respondents were younger and reassured on the fact that the photo would remain anonymous. Although many interviewees did not mind having their face clearly identifiable on the photo, most of them preferred to have their face hidden.

References Available Upon Request

Title: Learning Revolution or Mere Adaptation: Replacing Textbooks with Videos: Implications for Student Engagement and Satisfaction

Author: Matthew Lancellotti (California State University Fullerton); Neil Granitz (Cal State Fullerton); Chiranjeev Kohli (California State University Fullerton)
Primary Contact Email: mlancellotti@fullerton.edu

Abstract: This research evaluates Marketing students' engagement and satisfaction with video-based learning via a required video book, which is used in lieu of a textbook in multiple sections of Principles of Marketing. Engagement and satisfaction are assessed across the three steps of Mayer's cognitive theory of multimedia learning.

References Available Upon Request

Title: Responding to Increasing Distress Among College Students: A New Course on Marketing, Consumer Happiness and Wellbeing, and Societal Welfare

Author: Arianna Uhalde (University of Southern California, Marshall School of Business)
Primary Contact Email: uhalde@marshall.usc.edu

Abstract: Americans have reported less happiness and more psychological distress every year since 2012, which many people have attributed to increases in addictive consumption and digital/social media use. While skilled marketers can foster an unhealthy dependence on a product or service to generate revenue, they can also leverage their skillset to promote happiness and longer-term wellbeing among consumers. To increase the likelihood that the latter occurs, business schools have an opportunity to introduce curriculum that focuses on consumer happiness and wellbeing, as well as marketers' role and responsibility in sustaining consumer wellbeing over time. This paper outlines a new undergraduate course that facilitates critical thinking and discussion about the intersection of marketing, consumer behavior, individual wellbeing, and societal welfare. This course aims to help students 1) understand diverse definitions of happiness and wellbeing, 2) describe the effects of various products (e.g., social media platforms; online dating apps) and marketing communications (e.g., Dove Real Beauty campaign; influencer messaging) on happiness and wellbeing, and 3) communicate more effectively about happiness and wellbeing in personal and professional life.

References Available Upon Request

Title: The Perfect Storm: Using Semester-Long Marketing Projects to Overcome the Impending Crisis in Higher Education

Author: Anthony Scardillo (Mount Saint Mary College)*
Primary Contact Email: anthony.scardillo@msmc.edu

Abstract: Higher Education is at a perilous crossroad that will force numerous colleges to close or merge. The factors include employers that don't believe today's college students are ready for the Job Market; Students who don't believe that the skyrocketing costs of tuition is worth the value, and finally a major reduction in enrollment that will manifest by 2026 (Busteed, 2015; El Mansour & Dean, 2016; Messum, Wilkes, & Jackson, 2011). A Perfect Storm.
A possible solution to this dilemma is a unique program fostered by the Marketing Department at

a college in Newburgh, NY. The notion is to create semester-long marketing projects/assignments that provide students with real-life scenarios that mirror the types of projects they would be assigned as part of a team at a marketing/advertising/public relations firm. The principle "client" for each project can either be an internal office at the Institution (ie: Security, Food Service, The Library, etc.), or an external non-profit organization. These assignments can also be modified for other curricula as well.

References Available Upon Request

Title: Communicating with Millennial and Gen Z Students: Professional and Personal Boundaries

Author: Jim Reardon (Monfort College of Business); Chip Miller (Drake University); Denny McCorkle (Monfort College of Business); Vilte Auruskeviciene (ISM University of Management and Economics)
Primary Contact Email: james.reardon@unco.edu

Abstract: Interacting with students has seen remarkable changes in recent decades as channels of communication continue to diversify and expand. With the average age of professors obtaining a PhD being 37, there tends to be at least two decades difference in age between professors and students. The gap in communication styles has been most pronounced with regard to social media (Viens 2019), where Gen X and Boomers use far less than the Millennial and Gen Z students that they teach and use different forms of social media. While the value of social media as a pedagogical tool for Millennials and Gen Z is unquestioned (Crittenden and Crittenden 2015; Mostafa 2015; West, Moore and Barry 2015), there has been little study of how Millennial and Gen Z privacy issues affect the use of social media by professors for education. The present study seeks to explore that question.

References Available Upon Request

Title: Building digital competencies through website building in a consumer behavior class

Author: Miles Condon (St Norbert College)
Primary Contact Email: Miles.condon@snc.edu

Abstract: Marketing is becoming increasingly digital, and marketing programs need to update their curriculum in order to give students the skills necessary to respond to the changing industry (that other cite). The purpose of marketing education is to provide students with the skills and tools necessary to succeed as marketers, so it is essential that marketing programs adapt to the rapidly digitized marketing industry. An important component of offering students a valuable learning experience is to provide them opportunities to build their digital competencies to help them navigate the digital world post-graduation. By having students use the principles of consumer behavior to create a brand on a website, they not only get practical experience applying the course material, but also have concrete assignments to add to their portfolio. Over

the course of the semester, students create a website for a made up brand, a personal brand, or a brand for a company they want to start in the future. As we cover various topics (e.g., design and perception, affect, attitudes and persuasion), students update their site and they also reflect on the experience by writing a series of blog posts, including an intention post in the beginning of the semester outlining their personal learning objectives and a reflection post at the end of the semester explaining whether they accomplished those objectives. Qualitative and quantitative data both suggest that students feel more confident in their digital competencies, in their understanding of consumer behavior, and in their ability to be marketers in the future.

References Available Upon Request

Title: Exploring the Potential Impact of An Online Fun Quiz on Student Learning

Author: Qin Sun (California State University, Northridge); Deborah "Heisley," ("California State University, Northridge")
Primary Contact Email: qin.sun@csun.edu

Abstract: This study intends to investigate the role of run in student learning. We utilized Kahoot! to offer online quizzes to students in undergraduate Market Research classes and promote student-student interaction and student-content interaction in order to enhance student learning and learning outcomes. Specifically, perceived fun, perceived value, perceived challenge, and satisfaction with Kahoot! online quiz are the focus of this study. The students were asked to finish a teaching survey at the end of the semester to evaluate their experience and satisfaction with these online quizzes. The multiple regression analysis results show that the majority of students considered Kahoot! online quiz fun, which results in greater satisfaction with this quiz compared to paper-and-pencil quiz. The students perceived high value and low challenge from Kahoot! online quizzes and overall higher satisfaction with the online quizzes. The findings substantiate the need to incorporate a fun element into course delivery in order to enhance student engagement with the course and improve learning outcomes. The limitations and future research directions conclude the remark.

References Available Upon Request

Title: What are the Educational Needs of Today's Students? Results of a Qualitative Study Originally Focused on Soft Skills.

Author: Clay Daughtrey, Metropolitan State University of Denver; Robert Farmer, Metropolitan State University of Denver; Mick Jackowski, Metropolitan State University of Denver; Laura Sawyer, Erskine College; Frank Veltri, University of Oregon
Primary Contact Email: daughtre@msudenver.edu

Abstract: Numerous research studies have focused on the value of soft skills in the work place and results have indicated that employers need new employees to be better prepared in soft skills (Robles, 2012, Nikitina & Furuoka, 2012, Jones, et.al 2017). Each study appears to have

different lists of soft skills but, according to the National Association of Colleges and Employers (NACE), the soft skills most in demand are leadership, critical thinking/problem solving, communication, teamwork, and professionalism. Many Universities responded to this need by offering workshops, seminars or for-credit courses to help students understand the importance of soft skills and provided training to improve them. Accordingly, the purpose of this study was to determine the soft skills freshman and sophomore students were advised to develop through a career conversation with an alumni mentor. Specifically, what tips for success did the students learn that would help them prepare for the workforce? Based on the abundance of research on soft skill needs by employers, the researchers expected the career conversations to reflect the need for students to develop their soft skills. Results proved different.

References Available Upon Request

Title: Teaching Brand Management in the Next Decade: An Experiential Learning Agency

Author: Ekin Pehlivan (California State University Channel Islands)*; Taylan Yalcin (California State University Channel Islands)
Primary Contact Email: ekin.pehlivan@csuci.edu

Abstract: In fast paced professions such as marketing, teaching in higher education needs to be agile and adaptable. Recent literature combined with the results from interviews with employers in Ventura County, CA suggest that changes may be useful to the current approaches of teaching and learning to close the talent gap in the new marketing profession. Based on the aggregated response to five completed and four upcoming interviews, we attempt a field test of the proposition that experiential learning theory (ELT), as a pedagogical approach, may provide a solution to both soft skills and job skills acquisition in undergraduate-level marketing courses. After a short introduction to experiential learning, we discuss and exemplify how it may be implemented to aid learning both soft skills that are transferable, and job skills that increase employability (the T-shaped professional). We conclude by explaining the takeaways from the pilot semester and laying out the next steps in this endeavor of incorporating ELT, learning-by-doing, into the current curriculum in a medium-sized state university campus.

References Available Upon Request

Title: Student Perceptions of Text-Rich Versus Graphics-Rich Syllabi in Online Marketing Courses
Author: Rex Moody (Angelo State University)

Primary Contact Email: rex.moody@angelo.edu

Abstract: In online courses, a student's first impression of the course is often made through one of three means: an introductory post by the professor on the class discussion board, an introductory video created by the professor, or the course syllabus. Traditional course syllabi are often bland and text-heavy, not the most exciting reading for students. This may not be one of

the best ways to make a first impression and get students excited for the course.

Much of the research on course syllabi to date has focused on two types of syllabi. One is a short, introductory document, meant only to introduce the course. The other, a longer contractual document that specifies the course in precise details (Ludy, Brackenbury, Folkins, Peet, Langerdorfer, & Beining, 2016). Grunert O'Brien, Mills, & Cohen (2008) introduced the idea of the learner-centered syllabus. Ludy, etal. (2016) compared a text-rich syllabus to a graphics-rich syllabus in an introductory nuitrition course. While students rated both types of syllabus positively, the graphics-based syllabus was rated as being more visually appealing and comprehensive. It also created more interest in the course and instructor.

This study is an attempt to replicate the test of two types of syllabi in online marketing courses, a principles of marketing class and a class in data analytics. Students in the two courses will be randomly assigned to the condition of which syllabus they will see on the course learning management system. Comparisons will be made between groups using a beginning of semester syllabus quiz, a mid-term course evaluation, and the end-of-course evaluation. The two types of syllabi will be discussed and preliminary data will be revealed in the conference presentation.

References Available Upon Request

Title: Teaching Cultural Empathy, Humanity, and Viral Marketing Through the Evolution of Black Lives Matter Movement

Author: LaCalvince Simpson (Indiana University East)
Primary Contact Email: ldsimpso@iue.edu

Abstract: Students have become uninterested in classroom activities because the content is more often repetitive and boring. There is an increasing need for real-world applications (RWA) in the classrooms. It is especially relevant in the marketing curriculum, as there has been increased relevancy of viral marketing. The Black Lives Matter Movement is a perfect phenomenon and framework model to teach viral marketing. Its influence on modern society as it is one of the most widespread social justice movements of this decade, and it has galvanized its followers with a powerful visual identity and branding. This presentation will address the application of using the Black Lives Matter Movement to teach viral marketing and its connection to cultural empathy.

References Available Upon Request

Special Sessions (Abstracts)

Title: Teaching Digital Retailing with Wix: A Semester Solution

Author: Mark S Rosenbaum (University of South Carolina); Allison Shelton (Wix); Ohad Bolotin (Wix); German Contreras Ramirez (Externado University)

Primary Contact Email: rosenbaum@sxu.edu

Abstract: The goal of this special session is to address these shortcomings in digital retail pedagogy; that is, how educators can engage in active learning exercises and how educators and students may simultaneously engage in continuous learning regarding present-day digital marketing practices in retailing and consumer service, including website solutions that are applicable in retailing, hospitality, restaurants, tourism, fashion, sports and event management, and advertising/promotion).   More specifically, this special session is led by both academics and members of the U.S. based educational team at Wix.com in an effort to teach business educators on how they can teach a Digital Retailing course (15-week, in-person) that encompasses active-learning practices and which is user-friendly and affordable (zero cost) for educators and students alike. Additionally, after successful completion of the course, students would have the ability to obtain a Wix.com certification status.

Title: Engaging Industry in the Creation of a Digital Marketing Program

Author(s): *Sally Baalbaki-Yassine *, Angelica Bahl, Laurel Lane, and Nicole Vowles all from the Metropolitan State University of Denver (email: baalbaki@msudenver.edu)*

Digital marketing is a high-growth field focused on utilizing technology, systems, and creative content to develop relationships with current and potential customers. Our Digital Marketing program includes a minor (for non-marketing majors) and certificate (for marketing majors) that will enable students to create digital marketing strategies as well as gain practical skills and earn industry-relevant certifications.

The Digital Marketing program prepares students to be career ready by building industry-relevant skills as well as general business competencies. To do this, we actively engage with the business community in creating relevant curriculum, career-building experiences (such as projects and guest speakers), mentoring, and networking opportunities.

This panel will feature a discussion by professors who have successfully built a digital marketing program from the ground up. The discussion will include challenges, lessons learned, successes, and recommendations for those considering creating a digital marketing program. A question-and-answer session will also be made available to panel attendees who have specific questions or comments regarding digital marketing education.

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References Available Upon Request

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Title: Marketing Metrics for Managers, a New Course for MBA Students

Author: Gopala Ganesh (University of North Texas)
Primary Contact Email: ganesh@unt.edu

Abstract: This MEA 2020 special session presentation proposal seeks to describe a new course called Marketing Metrics for Managers (MMM). This intensive, 8-week class, delivered entirely

online, has been added to the requirements for the "Accelerated Online MBA Program" in Marketing Analytics at the author's school. The results of teaching the class are quite encouraging, and if this proposal is accepted for presentation, its implementation will be described in detail during the special session at MEA 2020.

References Available Upon Request

Title: Special Session: Embracing Innovation in Marketing Education

Author: Kristen R Schiele (Cal Poly Pomona)
Primary Contact Email: krschiele@cpp.edu

Abstract: Rationale: Due to the dynamic nature of the marketing industry, it is crucial that educators provide students with the skills, tools and technologies they need to succeed after graduation. This Special Session provides a forum of marketing faculty from Cal Poly Pomona, to present their teaching experience, research results, and ideas for future improvements, when incorporating innovative methods and technologies in the classroom. Format: Participants will each present their papers on different ways they have utilized innovative methodologies and technologies in the classroom. At the end of the session there will be time to answer questions from the audience. List of participants and topics (papers for each are on the following pages): Kristen Schiele, Designing a Digital Marketing Career Track
Debbora Whitson, Innovative Strategies in Large Class SettingJun Myers, Exploring Portfolium™ for Course and Program Assessment in Business Education Frank Bryant, Now is the Time: Equipping Students for Professional Success in IBM 2000 Elif Ozkaya, Geospatial Analytics in Marketing Education, Jing Hu, Embracing Innovation in Marketing Research Classes

References Available Upon Request
Title: Strengthening Promotions of Best Governance Practice of the Philippine National Police thru The Performance Governance System

Author: Gerald S. Abergos (Association of Marketing Educators of the Philippines)
Primary Contact Email: gerald.abergos@gmail.com

Abstract: Typical in pop culture that allegedly reflects situations in reality, the Police Organizations of almost every culture and nationality is marred by alleged corruption, deception, crime, and violence. The Philippines is not exempted of this contemptuous pop culture. The Philippine National Police though the years has been marred of its good reputation being the subject of violence, crime, and corruption in local movies and tele-novelas. Though the plots and the story lines somehow reflects reality, police scalawags are only a small fraction of the organization, and the rest are straight, morally upright, law enforcement officers, serving different functional departments of the police force. Public information of best organizational practices, projects and programs, statistics, and real-time on the spot commendable operations is a solution in bringing back the trust of the general public to these men and women in uniform. Through the performance Governance System geared towards the attainment of PATROL Plan

2030, The Philippine national police now has a system of informing the general public of the steps and commitment in attaining the merits of the 2030 organizational vision, and the journey it would take in attaining it.

The Performance Governance System is designed to raise the standards and ensure Good Governance, address corruption through the promotion of transparency & accountability, maintain political & economic stability, and uphold the Rule-of-Law. It is a participatory process in line with the principles and best practices of good governance and responsible citizenship. It calls for an effective, sustained and systematic contribution from individuals and institutions for the common good of the institution and community as well as the long-term development of the Philippines.

References Available Upon Request

Title: Teaching with Cases for People who Don't Teach with Cases

Author: Adam Mills (Loyola University New Orleans)*; Leyland Pitt (Simon Fraser University); Victoria Crittenden (Babson College); Jan Kietzmann (University of Victoria); Karen Robson (University of Windsor); Emily Treen (Simon Fraser University)
Primary Contact Email: ajmills@loyno.edu

Abstract: Teaching with cases has been described as "the art of managing uncertainty – a process in which the instructor serves as planner, host, moderator, devil's advocate, fellow student, and judge." Teaching with cases leaves the safety and script of lecture notes and slides behind, but with planned spontaneity can lead to rich and meaningful class discussions. This special session explores the case method from a rare yet critical perspective: that of non-case teachers.

References Available Upon Request

Title: Calling all Innovation Pioneers: How to Survive the Decline of Traditional-Aged Students using Competency-Based Learning, Credit for Prior Learning, and Microcredentials

Author: elizabeth.fountain@cwu.edu
Primary Contact Email: elizabeth.fountain@cwu.edu

Abstract: This special session will use a workshop format to explore how to construct user-centered, industry-relevant academic programs, including competency-based learning, credit for prior learning, and microcredentials. The session will discuss the model being developed by Central Washington University - Information Technology and Administrative Management (ITAM) department, provide interactive opportunities to learn from one another, and offer insights into future directions. Topics addressed will include:
• How to bridge academic content and industry relevance;
• The role of competency-based learning, credit for prior learning, and microcredentials in meeting student and industry needs;
• Other creative, innovative, and paradigm-shifting models for the future.

References Available Upon Request

Title: Content Analysis of MEA Authors 2010-2019: With an Update Since 1981

Author: Dennis E. Clayson (Univ. of Northern Iowa)
Primary Contact Email: dennis.clayson@dr.com

Abstract: The present analysis looks at the contributions made to the Marketing Educators' Association Proceedings over the last decade and compares and contrasts these with the contributions made from the previous decade, and from the beginning of the organization. Trends are noted, and implications for MEA are discussed.

References Available Upon Request

Title: Generation Alpha: Ready or Not, Here We Come

Author: Clayton L. Daughtrey (MSU Denver)*; Robert Lupton (CWU)
Primary Contact Email: daughtre@msudenver.edu

Abstract: Generation Alpha (Gen Alpha) are children of today but soon will be embarking on university studies. Are marketing educators ready for these tech savvy, information loaded students with shorter attention spans and limited soft skills? Better ask your Personal Voice Assistant Alexa, Bixby, or Siri!

References Available Upon Request

Title: LONG-TERM IMPACTS OF SHORT MBA STUDY ABROAD TOURS

Author: Sven Tuzovic (QUT Business School)*; Mark Mulder (Pacific Lutheran University); Merlin Simpson (Pacific Lutheran University)
Primary Contact Email: sven.tuzovic@qut.edu.au

Abstract: Over the last decade, student mobility and study abroad programs have become an increasingly important topic in higher education. Universities worldwide promote learning abroad as part of their internationalization agenda that aims to help students enhance personal growth, intercultural competence, global outlooks, and employability (Gribble & Tran, 2016). In 2016/17, over 332,000 US students studied abroad for academic credit (IIE, 2018), compared to 283,000 in 2011/12 (Redden, 2013). Learning abroad can take different forms, from independent semester or year-long programs to faculty-led short-term, intensive study tours.
Despite the efforts to document the effects of study abroad practices, very few studies have examined the long-term effects of study abroad experiences (DeGraaf et al., 2013). Furthermore, most of them follow an experimental design that consists of a pre-test administered some time before the participants' departure and a post-test administered sometime after the participants' return from the host country (Llanes, 2012).
The aim of this panel discussion is to move beyond attitudinal and relational benefits of studying abroad and examine the professional development resulting from educational experiences overseas. Based on a survey among MBA alumni of a small university in the Pacific Northwest who participated in a required study tour, this special session will address how study abroad

experiences contribute to participants' long-term professional development and discuss the enablers and barriers of study abroad tours to create a long-term impact on participants' professional development. The special session will be hosted by three academics who have organized and led multiple MBA short-term study tours to Europe and South America over the last ten years. Based on availability, one Seattle-based marketing professional and former participant may join the special session.

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References Available Upon Request
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Title: The Direct Effect: An Experiential Course Creating Integrated Marketing Campaigns with Direct Mail

Author: Ian Cross (Bentley University); Victoria Stephen (United States Postal Service)
Primary Contact Email: icross@bentley.edu

Abstract: Consumers live in an omnichannel world and marketing students are often taught marketing concepts through the traditional approaches of print and TV advertising or the digital world of websites and social media. Consumers are moving seamlessly through both these worlds, but there has been little academic attention paid to the reemergence of direct mail and how its connection to digital creates new opportunities for marketers. A complete direct mail and digital marketing class has been developed in an experiential learning framework in collaboration with the US Postal Service and other industry partners. Course materials are constructed as modules that can be used individually, combined with existing courses or used as a semester long experience. To facilitate experiential learning, the curriculum content is supported with resources designed to connect students with the direct mail and marketing industry through guest lectures, in class exercises, and a live omnichannel project experience connecting direct mail with digital. Professor Ian Cross, Bentley University and Victoria K Stephen, Director, Mailing Services, USPS Product Innovation will provide a framework and step by step approach to creating a semester-long experience suitable for Marketing Undergraduates and Graduates. The course provides academic rigor and practical experience to set the standard for experiential learning and direct marketing. The presenters will detail the modules included in the course that take students on a journey from marketing research and consumer behavior to principles of direct and digital marketing. At the end of the semester the students will have developed a mail piece and campaign project plan for a specific business or not-for-profit sponsor to present to their peers, educators and industry partners. The presentation will propose approaches and resources to attract and collaborate with industry partners. Business partners included MRM McCann, Sappi, Blue Soho and others.

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References Available Upon Request
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Title: But it's not cheating! Gen Z and the New Shared Economy

Author: Susan Cadwallader (Cal State Fullerton)*; Olga Di Franco (Cal State Fullerton); Christopher T Kondo (Cal State Fullerton); Barbara L. Gross (California State University, Northridge); David Ackerman (California State University, Northridge); Glen Brodowsky (CSU, San Marcos)

Primary Contact Email: scadwallader@fullerton.edu

Abstract: In this new world of changing ownership to the shared economy as exemplified by Airbnb, Bird and Uber, are we loosing academic integrity to shared information as well? The faculty members hosting this special session will view the ongoing problem of academic dishonesty from an interesting lens, that of the new "shared economy" and how it seems to have seeped into the classroom. We begin the debate by asking, is this sharing or is it cheating?

References Available Upon Request

Title: Teaching Social Responsibility Across the Marketing Curriculum

Author: Brian Jorgensen (Westminster College)
Primary Contact Email: bjorgensen@westminstercollege.edu

Abstract: This session will explain one institution's approach to teaching social responsibility across the marketing curriculum. The students are first introduced to the topic of social responsibility in the Principles of Marketing course. The students are then asked to further examine social responsibility in the final two required senior courses, Marketing Research and the Senior Seminar in Marketing.

References Available Upon Request

Title: Teaching Ethical Purchasing Behavior and Local Brand Strategy

Author: Justine C Haigh (George Fox University)*; Eva Fast (John Brown University)
Primary Contact Email: jhaigh@georgefox.edu

Abstract: Teaching ethical consumer behavior is a complex business as there is no sole agreement on the ethics of consumption on which all researchers subscribe (Harrison, Newholm, and Shaw 2005). Moreover, ethical consumers are forever contesting the complexity of consumer culture and questioning their own ethical concerns. In response to this, local brands must navigate this multiplicity in their communications strategy. They must decide on their own ethical standards in crafting their tale, but also take into consideration their customers highly individualized decision-making projects based on various humane, religious, personal, or environmental concerns. In teaching students to research ethical purchasing behavior, the workshop discusses how a Doctor of Business Administration summer residency 2019 course helped a local brand, Our Table (regional co-op and community supported agriculture) to better position themselves authentically.

References Available Upon Request

Title: Teaching or Service through Student (Case) Competitions? A Look Back, and a Look Forward.

Author: John Schibrowsky (University of Nevada - Las Vegas)*; Elena Pomirleanu (UNLV)

Primary Contact Email: john.schibrowsky@unlv.edu

Abstract: Every year, scores of students compete in regional, national and international competitions in marketing management, sales, strategy, digital marketing and so forth. In fact, as students become more and more competitive, earning the honor of winning one of these competitions can be the difference between being offered a job or a seasonal internship. Similarly, marketing professors compete for the honor to lead competitive teams and, sometimes, win some of the most prestigious competitions. However, what is less than clear is the understanding regarding the value these competitions bring to students, professors and marketing departments across the business schools and the challenges associated with them. In this special session we are going to discuss how leading student competitions is bringing value to teaching, service, and research. At the same time, we are going to discuss how practical applications of marketing concepts through student competitions fit with the changing landscape of marketing education. Students expect to be exposed to real life challenges, yet there seems to be little incentive for marketing professors to get involved. Very often, non-participating faculty colleagues are supportive of the efforts by faculty members to prepare these teams to compete, but when it comes to annual evaluations, they insist the activity is only a service activity and not a teaching activity. Any faculty member that has been involved in one of these competitions, understands that advising these teams is primarily a teaching activity.

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References Available Upon Request

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Title: Using Digital Skills to Create a Professional Brand Online

Author: Nancy Richmond (Florida International University); Ohad Bolotin (Wix)
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Abstract: In the field of marketing there is an increasing need for digital skills (Priluck & Topol, 2018) to be integrated into the workplace experience, curriculum (Crittenden & Peterson, 2019) and classroom (Rohm, Stefl, and Saint Clair, 2019) experience. This special session will explore ways marketing educators can use social media and personal branding websites in the classroom to help prepare students for a digital world of work. Through the creation of a personal branding website students can develop skills in critical thinking, problem solving, written communications, digital technology, leadership, professionalism, creativity and work ethic which are important skills employers are seeking (NACE, 2019). Social media skills can help an individual improve brand awareness, boost traffic to their website, improve reputation, boost communication skills and showcase expertise in their field of interest. This workshop will feature a presentation that incorporates how you can teach social media skills through the creation of a professional branding website. Social media best practices using platforms like LinkedIn, Twitter, Instagram, Facebook and Pinterest in the classroom will be discussed. The purpose of this special session is to present findings from a research project on the impact of using a personal branding website to help students develop social media skills. This session will focus on better understanding the current trends in social media. The presentation will include challenges, lessons learned, success stories and best practices for faculty looking to integrate using social media and a personal branding website into their classroom experience. There will

be an opportunity for attendees to share their own experiences and to ask questions during this special session.

References Available Upon Request