

Thomas W. Gruen, Ph.D.
Professional Identity Statement
Application for Full Professor
September, 2006

A Brief Career History

My career change to academia came in 1992 when, after 12 years in industry, I began my doctoral program at Indiana University. I must admit I regretted that decision for several years, but looking back today I would not trade my path for any other. This is a great field and one for which I am well suited.

Upon completion of my doctoral program, based on my research stream and ongoing interests, I was invited to join the marketing area at Emory University's Goizueta Business School (GBS) in 1996. This was exciting for me as I was moving to the school that represented the citadel of relationship marketing by virtue of the Center for Relationship Marketing, the bi-annual relationship marketing conferences, and the faculty that was actively publishing in the stream. Moving from the shelter of doctoral studies to a faculty position, I was able to develop my professional identity around the "relationship marketing" paradigm through my research and teaching at GBS. While I had established my interest in the domain through early research papers and my dissertation, with the resources and opportunities provided at GBS, I was able to broaden my scope of interest, solidify my understanding, and build a reputation in both research and teaching in the area of relationship marketing and CRM.

The concept of "Efficient Consumer Response" (ECR), which was birthed in 1993, focused on relationships between fast-moving consumer goods (FMCG) retailers and manufacturing companies, and was gaining momentum in 1996. I incorporated ECR into my relationship marketing course, and through this work, I forged several relationships with executives in consumer packaged goods companies. This work led me in a second research direction, one that focused on integrating the ECR industry issues with academic work.

In 2001 I accepted a position at University of Colorado at Colorado Springs. This was a difficult decision in light of the three years remaining on my tenure clock at Emory as well as the camaraderie and position I had established there. However, from a long-term perspective, the move made sense, and I have been at UCCS for the past five years plus a few months.

In November 2003, I applied for tenure, which I received and was simultaneously promoted to Associate Professor for the academic year beginning August 2004. In the pages that follow, I will focus on what has occurred during the three years since I applied for tenure. I will tie that in to the previous accomplishments, and present a program for continuing forward in this career as a full professor at UCCS.

Overview of Research, Teaching, and Service

Research: From a research perspective, since I submitted my packet for tenure three years ago, I have 15 new publications (8 articles, 2 book chapters, 3 invited articles, and 2 industry research studies), and I have presented my research at 18 conferences (6 academic conference presentations and 12 industry conference presentations). The package I submitted for tenure included 15 publications and 21 conference presentations. I also received a fifth award for my research in 2004 (Emerald Literati Club Award for 2003 article on retail out-of-stocks). Combined pre-tenure and post-tenure, in total I have 30 publications and have made 39 conference presentations.

In the past three years, I have gained international recognition for my work on retail out-of-stocks, a stream that I began in 2000 and have pursued feverishly since then. I have worked on this research with my colleague Daniel Corsten (currently at the London Business School), and we have been equal contributors in the effort. This issue has been recognized as a major problem in the FMCG industry by both retailers and suppliers. The retail out-of-stocks problem bridges both industry and academic interests, as testified by our 2004 *Harvard Business Review* article on the topic.

Teaching: Since receiving tenure, I have only prepped one new course (retail management) for UCCS. However, I have made wholesale annual changes to my e-commerce courses (both undergraduate and MBA), and made a major overhaul of the distance MBA core marketing course that I teach. I also redesigned the MBA marketing core course into an 8-week condensed format that I taught off-campus in our new 2-year Professional MBA program. I continue to teach overloads for UCCS, teaching 7 classes annually for each of the three years since I submitted my tenure package (my contracted course-load is 5 per academic year, with 1 off-load received for serving as department chair). In spite of the heavy course load, I have delivered consistent and solid FCQ scores every semester (average of 3.44 of a maximum 4.00) for the past three years.

Service: As expected, my service level after tenure increased considerably. I assumed the position of department chair (Department of Marketing, Strategy, International Business, and Professional Golf Management), a position that I have maintained. As a part of that position, I also serve on the College of Business "Strategy Team," which provides an executive management function for the college along with the Dean and Associate Dean. I also served as chair of the College of Business Graduate programs for one year, and this also included serving on the University level Graduate Programs Committee. I continue to provide considerable service to the discipline. I regularly review manuscripts for the top journals in our discipline (*Journal of Marketing*, *Journal of Marketing Research*, *Journal of Retailing*, *Journal of Business Research*), was reappointed for a second term to the Editorial Review Board of the *Journal of the Academy of Marketing Science (JAMS)*, and continue to serve on the ECR-Europe Academic Advisory Panel.

Conclusion: As I put all of the accomplishments listed above together and evaluate them against the standards set for promotion to professor, I believe that all of the requirements have been met and exceeded in research, teaching, and in service. I have received "outstanding" (the highest category) annual performance reviews for each of the past three years. One of the greatest honors I have received was being selected as the 2004 Outstanding Faculty Member of the UCCS College of Business, which is selected by a vote of the college faculty.

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Research

Overview and History

Research Publications and Activity Summary:

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Relationship Marketing as the Overall Umbrella Theme:

Since the beginning of my career, my research has pursued paths under the umbrella theme of the management of customer relationships. Initially, the focal point for that research was in the area of membership relationships. Shortly after the completion of my dissertation, I extended this into sales and sales team management. Later, I began focusing on the management of retailer-supplier relationships in the fast moving consumer goods (FMCG) industry, examining issues of category management and retail out-of-stocks. More recently, I have examined the impact that customer-to-customer networking in face-to-face as well as in virtual environments has on organizations. Today, I can categorize my research under three general themes under the umbrella: 1) “traditional” relationship marketing, 2) retailer/manufacturer relationships in the fast-moving consumer goods (FMCG) industry, and 3) Sales and sales team research.

General Research Approach:

The way that I have approached research and looked for specific problems/issues to address is to find what is keeping industry awake at night. Research that excites me needs to not only push the frontiers of knowledge, but also must be clearly meaningful and applicable by those in marketing practice. I have been successful in obtaining funding and data directly from firms, and they would only do this because they see some benefit of sponsoring my research. In order to execute this approach, I have had to be open to using various approaches and methods to research topics. Thus, I am comfortable writing a conceptual paper, examining a topic using exploratory methods, or a making a confirmatory study using methods suited to empirical analysis. I have developed substantial skills for each approach.

For exploratory work I tend to use depth-interviews to develop a grounded theory. For empirical work I am best at survey research (this has moved almost entirely to electronic data collection), with most analyses using structural equations analysis. In two recent articles, I have been examining interaction effects, requiring additional regression analysis. Much of my recent work has examined issues at an industry level, and thus I have had to employ and combine a variety of techniques to capture findings at an aggregated level.

Some of my work has strayed from this approach (for example a replication study that used an experimental methodology, and a conference paper that used cluster analysis), but overall, this has been my “modus operandi” and will continue to be for the research that I have planned.

Pre-dissertation Research History and Influences:

My interest in relationship marketing can be traced to my work experience in trade associations. In the midst of sorting through the daily decisions that affected the relationships with association members, suppliers, and other relevant constituencies, I recognized that marketing in this context had as much to do with effectively managing these relationships as it did with traditional marketing concepts such as pricing, branding, advertising, and service quality. While I was contemplating a career change (that ultimately led to doctoral studies), I read Ferguson and Brown’s (1991) newly published article, “Relationship Marketing and Association Management,” where I was formally introduced to the notion of relationship marketing. Their view of the concept of relationship marketing was based on extending the theory of marketing as “exchange” (Houston and Gassenheimer 1987, *Journal of Marketing*), to consider marketing within a series of ongoing and anticipated exchanges.

My first paper in the relationship marketing area took a consumer behavior approach to membership relationships, examining the motivating rationale for joining and maintaining memberships, as well as developing a typology of memberships. I presented this work at an international consumer behavior conference (ACR), it was well received, and I published the manuscript in the ACR proceedings. Extending this consumer behavior view into a managerial perspective, I partnered with Jeff Ferguson at University of Colorado at Colorado Springs for a follow-up piece and submitted the new work, “Using Membership as a Marketing Tool: Issues and Applications,” to the 1994 Relationship Marketing Conference at Emory University. This conference was a defining moment in my professional life, as the paper won the “best student paper” award. This paper was also published in the conference proceedings, providing a second publication as a doctoral student.

At that meeting there was considerable debate of the boundaries of relationship marketing, with the underlying notion of relational exchange (Dwyer, Schurr, and Oh 1987, *Journal of Marketing*; Macneil 1980, *The New Social Contract*) serving as the defining characteristic. It seemed to me that the work in the area of service quality and brand loyalty had already developed reasonable explanations of ongoing, repeat purchases. Although I could not come up with a good alternative at the time, I did not see relational exchange as the sole differentiating characteristic of relationship marketing. Thus, I searched for a better way to distinguish relationship marketing as a unique manifestation of the greater field of marketing as I pursued my dissertation. Morgan and Hunt’s (1994, *Journal of Marketing*) development of the commitment-trust theory of relationship marketing in marketing channels provided the field a new conceptualization, and provided me with a needed building block for my work in developing relationship marketing theory at the individual level as manifested in memberships.

I solo-authored my 1995 paper, “The Outcome Set of Relationship Marketing in Consumer Markets,” published in *The International Business Review*, as an extension of Morgan and Hunt’s (1994) work. One of the key conclusions I made in that paper was the proposition that relationship marketing was uniquely defined through co-production activities between the seller and buyer, rather than by a series of ongoing exchanges. Simultaneously, Sheth and Parvatiyar (1995, *Journal of the Academy of Marketing Science*) had written a complementary piece, “Relationship Marketing in Consumer Markets: Antecedents and Consequences,” where they discussed the notion of co-production as way to enhance the efficiency and effectiveness of marketing. These two works provided the springboard for my dissertation research.

One of my favorite papers was published in *Business Horizons* in 1997, titled, “Relationship Marketing: The Route to Marketing Efficiency and Effectiveness.” This paper was a response in a point-counterpoint debate with another paper in the same issue that stated that Relationship Marketing was little more than the marketing concept warmed over. Thus, my paper was a defense of Relationship Marketing paradigm and practices. My article, along with the article that it rebutted (Petrof 1997), have been used in doctoral seminars to help develop student’s understanding of the marketing concept and relationship marketing.

Dissertation:

My dissertation research was the triangulation of my ongoing interest in memberships and background in association management, an interest in empirically examining propositions developed in my previous research, and studies in the concept of commitment with Dennis Organ in the organizational behavior area. While none of the senior faculty at Indiana University were currently pursuing research in relationship marketing, John Summers was interested in my work and chaired my committee. Through a presentation on membership management that I made to the American Society of Association of Executives, I developed a relationship with the National Association of Life Underwriters (NALU) who agreed to fund the expenses of my dissertation research and make their 100,000 plus membership database available.

The dissertation focused on developing an empirical basis for defining the unique nature of relationship marketing (opposed to simply building customer loyalty through traditional marketing efforts), and examining this at both the individual level and the group level (opposed to the business-to-business level of most relationship marketing research). This required extending the business-to-business view of the central construct of commitment that had been proposed by Morgan and Hunt (1994), and developed by Gundlach, Achrol, and Mentzer (1995, *Journal of Marketing*) to the individual level. Using Allen and Meyer’s (1990, *Journal of Occupational Psychology*) three-component conceptualization of commitment, I adapted two components and created a new scale and conceptualization of the third component. This also required defining a set of marketing activities (antecedents) that would be considered unique to relationship marketing. Finally, I adapted the set behavioral outcomes that I had previously developed (in the 1995 *International Business Review* paper), and I empirically tested the model using multiple surveys of the NALU membership.

As always, dissertations take longer than one would like. I went on the market and received (and accepted) an offer to join the faculty at Emory University in Fall 1996, but I did not complete the final aspects of the Ph.D. program and receive my degree z the Spring semester of 1997. Subsequently I submitted the dissertation of the Academy of Marketing Science annual dissertation competition and it won the award for best dissertation of the year.

Research Themes and Streams

General Theme 1: Research in Relationship Marketing, Memberships, and Customer to Customer Exchange

Memberships:

From my dissertation, I developed a paper of the same title, “Relationship Marketing and Membership Commitment among Professional Association Members,” that was published in *Journal of Marketing* in July 2000. My dissertation advisor, John Summers, and one committee member, Frank Acito are co-authors on the paper. In addition, I wrote a conceptual paper based on the model development of the dissertation. This was titled, “Membership Customers and Relationship Marketing,” which was published as a chapter in the book, *Handbook of Relationship Marketing* (Sage Publications 2000, Jagdish Sheth and Atul Parvatiyar editors). This served as a complementary piece, as the article for *Journal of Marketing* presented only a skeletal structure of the dissertation’s conceptual model. The chapter was able to present the full conceptual model along with an enhanced development of the most interesting antecedent construct, member interdependence.

Recent Publications of Relationship Marketing Themes:

Mike Ahern, CB Bhattacharya, and I examined another aspect of customer relationships from a sales perspective in our paper, “Antecedents and Consequences of Customer-Company Identification: Expanding the Role of Relationship Marketing.” We completed the paper and submitted it for review to *Journal of Marketing*, in October 2002, where it was rejected. We sent a revised and improved version to *Journal of Applied Psychology*, in January 2003, and it was published in early 2005. This paper was the first empirical paper that extended the construct of identification in to a business-to-business context.

As a follow-up to my 1997 Business Horizons article, I was asked to join a group of relationship marketing scholars who wrote for a special issue of *Revue Francais du Marketing*. In it I summarized the major themes and contributions that relationship marketing has made since Morgan and Hunt (1994) published their seminal article. I have been working at getting a version of the article published in English at another journal.

The concept of Integrated Marketing Communications (IMC) has long been viewed as a key aspect of relationship marketing (Duncan 1996). Taking the approach that IMC provides the central integrative role for building relationships, I wrote an article in 2005 titled, *Integrated Marketing Communications and the Emerging Role of the Web Site*, which suggested that for many organizations, the organization’s web site should function as the central point for integrating all communications of the firm.

Customer to Customer Value Creation:

In the past three years, one key focus of my research has been the examination of Customer to Customer (C2C) relationships and the way that C2C exchanges generate value. It is an idea that interested me since I first read Evert Gummesson’s (1987) *Long Range Planning* article that discussed peer-to-peer value creation. I partnered with a former student, Talai Osmembekov (currently at University of Southern Mississippi) and my UCCS colleague Andrew Czapski. Utilizing a Motivation, Opportunity, Ability framework (MOA), this stream of research developed and tested a conceptual model for organizations that depend on their customers to interact with each

other in order to produce value (e.g., face-to-face networking at conferences, virtual on-line communities). Osmembekov and I developed the model and made an empirical test of the model using face-to-face networking at a professional conference. We wrote a preliminary manuscript on the first study, and presented it at the 2001 AMA Summer Educators Conference where it won the best paper in the relationship marketing track award. Czaplewski joined our team and led a second empirical study of the model in the on-line community environment. This research has led to a series of four publications (*Journal of the Academy of Marketing Science* forthcoming 2006 or 2007, *IJIMA* 2003, *Marketing Theory* 2004, and *Journal of Business Research* 2005). We have plans to continue this research stream, with a stronger focus on antecedents as well as seeking broader generalization of our findings.

General Theme 2: Retailer/Manufacturer Relationships in the FMCG Industry: ECR, Category Management, Retail Out of Stocks, Post-Audits, and Sales Force Outsourcing

Stage 1: Gaining Expertise through Category Management Research.

This whole thread started when I was assigned to teach the Customer Relationship Management (CRM) course at Emory in 1996. Based on the retailer/manufacturer partnering principles established by the Efficient Consumer Response (ECR) movement, I incorporated a category management project into the course. For this project, I partnered with the Minute Maid Corporation, and they brought me deep into the circle of the ECR industry groups. With these contacts and this knowledge base, in 1998 I embarked on a research program to more fully examine issues surrounding collaboration between suppliers and retailers as they sought to implement category management strategies and practices. I have published a series of four articles that focus on the practice of category management relationships between manufacturers and retailers of fast-moving consumer products.

In 1998, I wrote and published, "Category Management: The New Science of Retailing," in the *Financial Times*, "Mastering Marketing Series." This provided me the opportunity to showcase my newly acquired knowledge in this area. My focal publication in this stream, titled *Objectivity and Bias in Category Management Relationships*, co-authored with Reshma Shah, was published in 2000 in the *Journal of Retailing*. This study examined the inherent conflict that category managers (employed by the brand manufacturers) face when trying to juggle the interests of the manufacturer and the retailer simultaneously. Subsequently, in 2002 I published "The Evolution of Category Management: 5 Lessons," in the *ECR Journal*, *The International Commerce Review*, which examined the history and future of category management practices. The final article appeared in the *Journal of Business and Industrial Marketing* titled, "The Use of Category Management Practices to Obtain a Sustainable Competitive Advantage in the Fast-Moving-Consumer-Goods Channel." My co-author, Kyle Dupre, currently works with SuperValu, but as a student, was a Fulbright Scholar that I supervised while he conducted the European interviews that became the basis for the article. This article examined the shift of category management practices from the USA to Europe and the fundamental changes that came with the move across the Atlantic. At this time, I have no further plans for research in category management *per se*, as my focus has shifted to a related issue, retail out-of-stocks.

Stage 2: Applying Expertise through Retail Out-of-Stocks Research.

Based on my work in ECR and category management, I was asked by the Procter & Gamble Company to develop a grant proposal to study out-of-stocks (OOS) worldwide using data gathered from their customer development and customer marketing groups. The proposal was completed in

fall 2000, and P&G funded a study that was completed in June 2002. I partnered with Daniel Corsten (at the time Logistics and Supply Chain Professor at University of St. Gallen, Switzerland, but currently at London Business School) and Sundar Bharadwaj (long-time friend and research super-star from Emory University) as co-researchers on the project. The study involved the direction, gathering, and distillation of the results of 52 OOS studies from 29 countries. To get an idea of the scope of this research project, the study covered 661 retail outlets, 32 consumer goods categories, and contains a world-wide study of 71,000 consumers. We examined the extent of OOS, the causes, and the consumer responses worldwide.

The initial report of our findings was published in November 2002 fall by a consortium of three trade associations led by the Grocery Manufacturers of America (GMA), and is titled, *Retail Out of Stocks: A Worldwide Examination of Causes, Rates, and Consumer Responses*. Daniel Corsten and I wrote the several follow-up articles from the main study. The first was titled, "A Worldwide Look at Causes and Consumer Responses of Out-Of-Stocks," published in late 2002 the *ECR Journal*, *The International Commerce Review*. That article was reprinted in its entirety in the program for the ECR-Europe 3rd Academic Symposium in Athens, Greece in 2003. We had two additional industry-related articles published in 2003. We followed these with a supply-chain focused study that was published in December 2003 in the *International Journal of Retail and Distribution Management*. The significance of our study was firmly established when we published a short article in May 2004 in the *Harvard Business Review*.

Since that time we were invited to write articles that have appeared as book chapters and industry trade publications. I have presented various stages and perspectives of the OOS research at 6 academic conferences from June 2002 through September 2006. We have had many requests to present our research to various industry trade groups, and I have made 10 industry conference presentations from June 2003 through June 2006.

In 2004, Daniel Corsten and I proposed a follow-up study to examine the root causes and potential solutions to retail OOS. This study received funding at the beginning of 2005 from the Procter & Gamble Corporation. After 18 months, we are nearing the completion, and we expect to publish the results at the beginning of 2007. From this major project, we are planning to publish a series of academic and applied research articles. We also anticipate receiving invitations from several industry trade groups to speak at their conferences. In terms of overall resource allocation, this is where I anticipate spending about two-thirds of my research focus over the next two years.

Stage 3: Extending Expertise of Retailer/Manufacturer Relationships in Post Audit and Sales Force Outsourcing Activities.

Based on my expertise in the area of retailer/manufacturer relationships in the FMCG industry, in November 2003 I was invited to join a research team that has explored post-audit accounting practices between grocery retailers and manufacturers. Examining the accounting side of retailer/manufacturer relationships was a departure from my normal research perspective, but has been an incredibly interesting extension of my work. The findings of this study were published in 2005 as a book titled, *Best Practices in Post-Audit Recovery: An Examination of Prevalent Post-Audit Practices in the Retail Industry*, published by the Institute for Customer Relationship Management. Methodologically, the approach to this study has been innovative, and one of the academic papers we plan to write is on the method to address research issues at the industry level. We also are planning to write a second paper that focuses on issues of procedural and distributive justice we found in the research.

In October 2004, the principals of the team that conducted the post-audit study were commissioned by the Grocery Manufacturers of America (GMA) to conduct an industry study on the value of outsourcing sales and marketing activities. At issue was the traditional efficiency decision criterion that would determine if a company would use its own sales reps or outsource to a sales rep company. In the FMCG industry, many companies had begun outsourcing and the question at hand was whether or not outsourced sales rep companies could also be more effective than company reps. The findings from this study were recently published in 2006 as a book titled, *The Value of Outsourcing Sales and Marketing: A Study of the Prevalence and Use of Sales and Marketing Agencies by Consumer Packaged Goods Companies*, published by GMA's ASMC Foundation. We are currently preparing an academic manuscript on the value concept.

General Theme 3: Sales Relationships, Team Selling, and Global Customer Management

This whole stream began with a publication that appeared in a conference proceedings, but keeps getting referenced and cited. I did the research as part of a requirement for a doctoral seminar, and I should have published it in a regular journal. Nevertheless, it contains what I think is a solid contribution to the stream of salesperson compensation. It is titled, "Salesperson and Sales Force Financial Compensation: A Review of Existing Literature and Recommendations for Further Research," and is published in Dan C. Weilbaker and Timothy Longfellow (eds.): *Professional Sales and Sales Management Practices Leading Toward the 21st Century*. Illinois State University: National Conference in Sales Management, 50-57, 1995.

My interest in sales management brought me into my first collaboration with Mike Ahearne who was also a doctoral student with me at Indiana University. In a study that bridges the sales and relationship marketing streams of research, Mike Ahearne, Cheryl Burke Jarvis, and I published a paper titled, "If Looks Could Sell: An Empirical Examination of Salesperson Attractiveness, Length of Relationship, and Performance," in 1999 in *International Journal of Marketing Research*. This empirical study examined the effects on prescription writing behaviors of physicians due to their perceptions of the attractiveness of the pharmaceutical salespersons. We found a significant effect, but it diminished as the length of the physician-salesperson relationship increased. It also describes the phenomenon through the analysis of a set of mediating variables. It was a fun paper to write, and the paper still receives a lot of attention.

Team Selling. Early in 1998, Steve Brown (at SMU) and I discussed a proposal that I conduct a special session at the Summer AMA Educators conference on Team Selling. For that session I prepared a paper and presentation on the structure of customer business development (CBD) teams based on my teaching in Emory's CBD program. Using this work as a foundation, Sundar Bharadwaj and I partnered in development of a major study titled, *A Model and an Empirical Test of CBD Team Effectiveness*. CBD teams often account for the majority of a company's sales, but outside of proprietary corporate/consulting studies, there has been little study of the effectiveness of CBD teams. We obtained a grant from the ISBM to conduct the study, and we were invited to present our initial findings at the AMA Faculty Consortium on Business-to-Business Marketing at the Kellogg School in July 2000. My move to UCCS as well as my work on the OOS project got in the way of completing this work, although I did present an updated model at the AMA Winter Educators Conference in 2006.

Global Customer Management. In the fall of 1998, Atul Parvatiyar and I developed a substantive working outline and working model for a paper currently titled, "Global Account Management (GAM) Effectiveness." Little research had been done in this area, thus the potential for publication

was very strong. The focus of this study was to create a “grounded” theoretical approach to GAM effectiveness based on interviews and case studies of GAM programs. This study extends existing sales management models into this fast growing area of sales practice. We have had a working draft completed for several years now. However, I have not listed this on my group of working papers in my vita as I don’t have any specific publishing expectations at this point. Working with Atul is a lot of fun, but never predictable. He was the lead author, and other research interests get in my way of taking the reins. I have put so much work in it that I hope to see it published someday.

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Teaching Overview

Teaching Philosophy

General Approach

Teaching is important to me, and—as others who know me will testify—I work hard at it. Not only do I work at being thoroughly prepared and versed for every class session, but I am also available to students outside of class time, and strive to be in touch with current business practice to disseminate this as well as theory in the classroom. I utilize a variety of pedagogical methods to convey the material. However, I have a primary approach to a course that contains three components: content, application, and integration. The content comes through the text, lectures, and readings. Applications are normally cases, directed activities, or guest speakers. Integration comes through extended simulations or course projects.

The Role of the Student

I see the student as a co-producer of the course value. Thus the student plays multiple roles of not only being the consumer, but also being the end product. Therefore, each course has at least one group project, and many class sessions include brief in-class group projects with students reporting their findings. All sessions, including those that are lecture based, are run interactively, requiring students to make applications and draw conclusions from the subject matter.

Written Learning Objectives

I approach each class topic/session with a set of written learning objectives that I use as a guide for my preparation as well as a “scorecard” for the students to use to check if they are learning the material. Exams are based on the learning objectives. Some of the objectives are covered in class, while others must be learned from the text and readings. To further enhance the linkage of the course material with current business practice, I bring in guest speakers each semester, utilize videos, and use the technology of the “smart” classrooms. Whenever appropriate, I mix my own business experience and academic research into the classroom. I find that students are impressed to get some of the latest research straight from the person who produced it, and I find that students appreciate my articles.

Ongoing Training and Course Enhancement

I take teaching seriously. I attended the week-long Georgia State Master Teacher’s workshop in 1997, and that course provided much needed perspective and feedback that have improved my teaching effectiveness. I continue to seek advice from colleagues on how to best present materials, approach cases, structure projects, and assess students.

I also share this knowledge. I have been named to the UCCS Teaching and Learning Center’s Advisory Council, and I have made presentations in TLC sponsored programs.

Technology and Teaching

I rely heavily on the technology both in the classroom and in the virtual space. This has evolved from Cyberclass to WebCT, and now to e-College/e-Companion platforms. All course materials are available to students in the virtual classroom, students can turn in assignments virtually, and the gradebook is available to students there. *As such, in order to evaluate my teaching, one needs to review the e-College and e-Companion web sites for each course that I teach.*

Distance Education

I developed a course for and taught in the UCCS Distance MBA in 2002. I took the traditional MBA core marketing course that I teach, and developed it for the distance environment. In doing so, I successfully conducted case study discussions (the same cases used in the traditional program) and integrated a simulation (The Marketing Game) into the course. As part of this development, I completed the UCCS Teaching and Learning Center's course on virtual / distance teaching skills. Of particular interest, I have been able to successfully conduct case discussions using the threaded forums provided through the software, and I have presented a seminar in this technique to other faculty at UCCS through the Teaching and Learning Center.

Although this is more of a service item, I was involved in the decision making for the replacement software platform for the DMBA program when the Jones/e-education company went out of business. We decided to adopt e-College, which we moved all courses in the Spring 2003 semester. I am now currently teaching the fourth iteration of the Marketing Core MBA course on-line.

Courses Taught and Developed

When I count them up, I have prepped 16 courses, not including non-degree executive and other non-degree courses. I think I have taught too many different courses, but I enjoy them all. I have been able to concentrate my attention at UCCS more narrowly on marketing strategy and e-commerce as subjects, but I have focused on extending the delivery options of these courses (classroom, distance, and off-campus MBA).

UCCS. Over the past three years, I have been able to concentrate my attention at UCCS on marketing strategy and e-commerce. I teach these at undergraduate, MBA, and distance MBA programs. These include Marketing Strategy (the MBA core marketing course both traditional and distance), Marketing Decision Making and Planning (for upper-level undergraduate Marketing majors), and e-commerce (at both the undergraduate and MBA levels). To support the needs of our growing Professional Golf Management (PGM) program, I developed and taught a Retail Management course in 2006.

Marketing Strategy (600-609)

This course features my content/application/integration approach. We use the Kotler text for content along with lectures and additional readings. For applications we use a series of 10 Harvard cases that students prepare for each class. For integration, the students get to practice their decision making through a course-long simulation, *The Marketing Game*.

Marketing Decision Making and Planning (480)

This course attempts to integrate the various elements of marketing that majors have learned in previous courses, and provides them with an overall framework for complex strategic decision making. Emphasis on content is limited, and the undergraduate students are brought into the world of case study analysis to learn marketing decision-making. I use the Kerin-Peterson text/casebook, and stress the use of quantitative analysis tools. Students also learn how to construct a marketing plan using the Marketing Plan Pro software and applying it to an actual firm or organization.

e-commerce (470 / 670)

I am now teaching e-commerce for the sixth year. This class has been different every year, since the e-commerce environment has changed to radically each year. Thus, this has been the most challenging course I have ever taught. It is a lot of fun, but the ground keeps moving under me.

The focus is on determining principles of success e-commerce business models. While I use a text for the class (and replace it every year) I also use popular press books, several guest speakers, and students design and execute their own course project. I introduced a “book review” project that was extremely interesting. Since students come to the course with a wide variety of backgrounds and interests in e-commerce, I ask each one to pick a book related to e-commerce and then provide both a written and oral report.

Retail Management (450)

I introduced this class during the 2006 Summer session. Using an overview of retailing as comprised of buying, moving, and selling, this class covered all aspects of retail management. I incorporated a series of field trips to retail stores as a regular part of the class. Combining my knowledge of retailing and e-commerce, we explored multi-channel retailing in detail.

Emory. At Emory, I taught five different courses (amounting to seven preps when considering the MBA and BBA level courses separately).

Foundations of Relationship Marketing (643)

I taught this MBA elective each year. This course covers the conceptual foundations as well as teaches specific skills for effective management of customer relationships. One of the features was a class project on category management, in partnership with Minute Maid, utilizing actual data supplied by them. As an additional highlight, in 1999, I arranged a field trip (sponsored by the Food Marketing Institute) for the class to attend the annual Efficient Consumer Response (ECR) conference that was held in Atlanta. Another innovation of the course was the requirement of the students to read three popular press books on relationship marketing (all of my choosing) that serve as the focus of class discussion (these discussions are led by student teams). In addition, I worked with SimthKline Beecham to write and present a “live” case on Nicorette ® for the class. I received many requests for my syllabus from faculty across the country.

Customer Behavior (346-646)

This was the first course I taught at Emory, and one I taught multiple times (twice to MBAs and three times to BBAs). One of the innovations I developed was the creation of a research project using a technique called Laddering. I was able to obtain (free of charge to the students) a copy of a software package for their analysis. I also created new projects to teach students how to utilize two major research techniques in consumer behavior, conjoint analysis and perceptual mapping.

Services Marketing (445)

I taught this course one time in Fall 1997. Services marketing has many topics that are similar and overlapping with relationship marketing, thus I was interested in teaching it to better understand the breadth of the topic and become better acquainted with the research in the stream. I utilized a case-focused course design with two team projects.

Marketing Research (342-542)

I taught this course for the first time in Spring 1999 to both BBAs and MBAs, and taught it again in Spring 2000 and Spring 2001. The course featured an extended case (the High Museum project). I adopted a text that contained a CD-ROM of SPSS, and I integrated teaching of usage of the SPSS software for marketing research data analysis. In addition to learning SPSS, students also learned several multivariate techniques through the use of the Marketing Engineering ® software. Through the use of Zoomerang.com, students had to create and execute an on-line survey.

Customer Business Development Program (690)

I worked in this program for four years while at Emory. As part of a 3-member faculty team (along with Anil Menon and Ed Leonard), we continued to enhance the value of this program to the MBA students and the CBD partner companies. My role was primarily that of course planning and seminar development with students and executives from our partnering companies. I worked directly with the executives in designing the sessions they presented to the class, seeking to best fit their situation into the objectives of the session and course. In addition, I worked directly with our students in the field during the summer. This included visits to their internship location, working directly with the students and their managers. The partnering companies that I worked with during those years included Coca-Cola, Procter & Gamble, Chubb, and IBM.

Executive Education and other non-degree teaching. I have developed and taught several Executive Education courses. These courses have been in three primary areas: CRM, Marketing Research, and e-commerce. The specific courses are listed on my vita. I enjoy executive teaching, although I have been doing less of this since joining UCCS. I hope to do some in the future, but I have plenty of other things going on now.

Ecole Superior de Commerce, Paris (ESCP)

For the past seven years I have been invited to teach in the “Marketing in English” program in Paris, France. I teach a course in CRM to students who are from many different countries worldwide. I have received top ratings as an instructor, and they continue to invite me to teach in the program.

Goizueta Marketing Strategy Competition

Emory University holds an annual Marketing Strategy competition for its MBA students. The competition continues to invite me each year to teach the modules on market research survey design, data collection, and analysis.

Teaching Evaluations

Overall my teaching ratings have been very solid and consistent across the board. As the table shows, my average for the past three years has been 3.4, well in excess of the COB standard.

UCCS Student Evaluations of Courses Taught, Fall 2001-Summer 2006
 Composite Course Factor Scores (0.0 minimum to 4.0 maximum scale)
 3.0 average required over a calendar year to exceed expectations

Semester	Course	Course Name	Course Factor
Fall 01	MKTG 600	Mktg Strategy (MBA Core)	2.85
Fall 01	MKTG 670	e-commerce (MBA elective)	2.38
Spring 02	MKTG 600	Mktg Strategy (MBA Core)	3.40
Spring 02	MKTG 480	Mktg Strategy/Policies (BBA required)	3.09
Summer 02	MKTG 609	Mktg Strategy (distance, MBA Core)	3.25
Fall 02	MKTG 480	Mktg Strategy/Policies (BBA required)	3.21
Fall 02	MKTG 470	e-commerce (BBA elective)	3.45
Fall 02	MKTG 670	e-commerce (MBA elective)	3.60
Fall 02	MKTG 609	Mktg Strategy (distance, MBA Core)	3.36
Spring 03	MKTG 600	Mktg Strategy (MBA Core)	3.62
Spring 03	MKTG 480	Mktg Strategy/Policies (BBA required)	3.42
Summer 03	MKTG 600	Mktg Strategy (MBA Core)	3.33
Summer 03	MKTG 609	Mktg Strategy (distance, MBA Core)	3.15
Fall 03	MKTG 609	Mktg Strategy (distance, MBA Core)	3.42
Fall 03	MKTG 470	e-commerce (BBA elective)	3.41
Fall 03	MKTG 670	e-commerce (MBA elective)	3.35
Fall 03	MKTG 480	Mktg Strategy/Policies (BBA required)	3.71
Spring 04	MKTG 480	Mktg Strategy/Policies (BBA required)	3.42
Spring 04	MKTG 600	Mktg Strategy (MBA Core)	3.50
Summer 04	MKTG 609	Mktg Strategy (distance, MBA Core)	3.30
Fall 04	MKTG 470	e-commerce (BBA elective)	3.53
Fall 04	MKTG 480	Mktg Strategy/Policies (BBA required)	3.30
Fall 04	MKTG 609	Mktg Strategy (distance, MBA Core)	3.27
Fall 04	MKTG 670	e-commerce (MBA elective)	3.77
Spring 05	MKTG 480	Mktg Strategy/Policies (BBA required)	3.50
Spring 05	MKTG 600	Mktg Strategy (MBA Core)	3.52
Summer 05	MKTG 609	Mktg Strategy (distance, MBA Core)	3.25
Fall 05	MKTG 470	e-commerce (BBA elective)	3.34
Fall 05	MKTG 480	Mktg Strategy/Policies (BBA required)	3.25
Fall 05	MKTG 609	Mktg Strategy (distance, MBA Core)	3.30
Fall 05	MKTG 670	e-commerce (MBA elective)	3.50
Spring 06	MKTG 480	Mktg Strategy/Policies (BBA required)	3.57
Summer 06	MKTG 450	Retail Management (BBA elective)	3.50
Summer 06	MKTG 609	Mktg Strategy (distance, MBA Core)	3.19

Calendar Year Averages and Annual Performance Review Rating

2002	3.34
2003	3.43
2004	3.44
2005	3.38
Average all courses since tenure dossier submitted:	3.44

Emory University, Goizueta Business School
Student Ratings of Courses (5.0 scale)

<u>Semester</u>	<u>Course</u>	<u>Section</u>	<u>Pres of Course Materials</u>	<u>In-Class Interaction</u>	<u>Intellectual Development</u>	<u>Instr-Student Interaction</u>	<u>Student Evaluation</u>
Marketing Research--MBA							
Spring 1999	542	2446	3.43	3.76	3.57	3.97	4.00
<i>Group mean</i>			3.98	4.22	4.03	4.26	3.85
Spring 2000	542	2505	4.13	4.36	4.12	4.41	4.27
<i>Group mean</i>			3.97	4.16	4.00	4.26	3.82
Spring 2001	542	3333	3.81	3.66	3.85	4.09	3.93
<i>Group mean</i>			3.83	4.02	3.87	4.22	3.82
Foundations of Relationship Marketing--MBA							
Spring 1997	643	2458	3.40	3.82	3.98	3.98	3.35
<i>Group mean</i>			3.99	4.22	4.02	4.29	3.86
Spring 1999	643	1043	3.79	3.96	4.10	4.21	3.36
<i>Group mean</i>			3.98	4.22	4.03	4.26	3.85
Services Marketing--BBA							
Fall 1997	445	1705	3.82	4.53	3.81	4.39	3.82
<i>Group mean</i>			4.16	4.28	4.25	4.38	4.11
Customer Behavior--BBA							
Fall 1996	346	0276	2.90	3.63	3.28	3.45	3.39
<i>Group mean</i>			4.18	4.29	4.27	4.41	4.13
Spring 1997	346	0955	3.58	3.61	3.67	4.16	4.04
<i>Group mean</i>			4.10	4.23	4.21	4.30	4.06
Fall 1997	346	1641	3.54	3.94	3.67	4.19	4.07
<i>Group mean</i>			4.16	4.28	4.25	4.38	4.11
Customer Behavior--MBA							
Fall 1996	646	2276	2.28	3.22	2.68	3.51	3.41
<i>Group mean</i>			4.01	4.22	4.02	4.31	3.85
Fall 1997	646	1791	3.20	3.80	3.45	3.93	3.27
<i>Group mean</i>			4.01	4.24	4.05	4.30	3.87

Service

Overview

I enjoy being a part of the university community. I believe that being part of an outstanding institution is being a proactive contributor to the school, the discipline, and externally to the community and other organizations. As such, I have worked at shouldering my share of the service burden.

As expected, my service level after tenure has increased considerably. Three months after I received tenure, I assumed the position of department chair (Department of Marketing, Strategy, International Business, and Professional Golf Management), a position that I continue to serve. As a part of that position, I also serve on the College of Business “Strategy Team,” which provides an executive management function for the college along with the Dean and Associate Dean.

In another major college-level role I have served since being tenured, I was chair of the College of Business Graduate programs for one year. This also included serving on the University level Graduate Programs Committee. At the university level, I have served as the College of Business representative to the Faculty Assembly, on the advisory board of the Teaching and Learning Center, and was recently named to the UCCS Diversity Strategic Plan Leadership Team.

I continue to provide considerable service to the discipline. I regularly review manuscripts for the top journals in our discipline (*Journal of Marketing*, *Journal of Marketing Research*, *Journal of Retailing*, *Journal of Business Research*), was reappointed for a second term to the Editorial Review Board of the *Journal of the Academy of Marketing Science (JAMS)*, and continue to serve on the ECR-Europe Academic Advisory Panel.

As recognition for my overall contribution to the College of Business, in 2004 I was named Faculty Member of the Year, recognizing contributions in teaching, research, and service.

Internal Service (UCCS)

Department Chair, Fall 2004 and continuing: I assumed the position of department chair when Eric Olson became Associate Dean. Along with the regular responsibilities, this position also automatically sits on the COB Strategy Team, working with the Dean and Associate Dean to make major decisions that affect the college.

UCCS Diversity Strategic Plan Leadership Team, Fall 2006 and continuing: This position was appointed by the Chancellor and my role is to work with this group to lay out the strategic actions for UCCS to build diversity.

UCCS Faculty Representative Assembly: This is an elected position, and I served for two years on this University level committee as one of two representatives from the College of Business.

Graduate Committee/ Graduate Committee Chair: I have served the graduate team committee since joining UCCS. This committee demands considerable time and attention as it is responsible for curriculum, programs, and accreditation standards. I served as Chair for the committee AY 2004-2005. During that time we implemented a replacement platform for our distance education MBA, undertook substantial efforts to enhance the enrollments of the DMBA program through a new marketing campaign, and launched the 2-year Professional MBA program.

Vision Team. For the past year, I have been part of a group of COB faculty and staff that has been charged with writing the vision and mission statements for the college. This is critical as the AACSB accreditation assesses its member institutions on their ability to fulfill their mission.

Teaching Development Team. I served for three years on the UCCS College of Business committee devoted to teaching excellence. This team, chaired by Don Warrick has developed multiple seminars, and I led a workshop at the faculty retreat in Spring 2002.

Web Site Design Committee. I served as member working on College of Business web site redesign. We have been working with Dream Team Technology over the past year to design and deploy a new web site for the College of Business.

Academic Service

Professional Memberships. I have trimmed my professional memberships to the two associations that fit my work the closest and those where I can make a contribution. These are the Academy of Marketing Science (AMS), and the American Marketing Association (AMA).

Editorial Board. I have served on the Editorial Review Board for the *Journal of the Academy of Marketing Science* since 2004, and was asked to serve a second term through 2008. I was invited in 2001 to serve on the Editorial Review Board of *ECR Journal/International Commerce Review* where I continue to serve.

Reviewer Service. In the past year, requests for me to review for “major” journals have grown to more than what I would like. I am reviewing for *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Retailing*, and *Journal of Business Research*. I also have reviewed for various tracks of a minimum of two conferences annually.

Professional Conferences. I have regularly presented papers and/or chaired sessions at many of the major marketing conferences on a regular basis.

ECR-Europe Academic Advisory Panel and GCI Global Scorecard Task Force. In fall 2000 I was invited to be part of the ECR Global Scorecard development team. This is a group of 20 executives from major branded goods manufacturing companies and retailers. We collaborate virtually, and we meet annually at the ECR-Europe conference. In addition, in 2003 I was invited to join the exclusive ECR-Europe Academic Advisory Panel as the lone American of the group.