

Differences in Accounting and Marketing Professors' Criteria for Textbook Adoptions and Preferred Communications Methods

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Abstract

This pilot study examined the differences in accounting faculty and marketing faculty's ratings on factors influencing the textbook selection process and various marketing techniques used by publishers to encourage adoption. Three-hundred forty-eight accounting faculty and 310 marketing faculty responded to the Internet survey. Overall results indicate that content, ancillary materials and textbook costs are the primary drivers of adoption. Faculty responses indicate that most instructors are heavily influenced by examination copies, contact by book reps, and direct mail flyers. However, there were significant differences between accounting faculty and marketing faculty on selection criteria and ancillaries. For example, accounting professors are more likely to consider the edition of a text in the adoption process than are marketing professors.

Introduction

Textbooks in higher education are used by instructors in varying ways. Some instructors use the text as a supplement to other course material while other instructors teaching online may use the text as the primary source of course material. In either case, the textbook is a critical element in higher education instruction. Stein, Stuen, Carnine, and Long (2001) noted that textbooks are believed to provide 75 to 90 percent of classroom instruction. This central role of textbooks in the instructional process requires many college professors to spend a great deal of time selecting the appropriate text for their classes. Despite the effort and importance associated with textbook selection, there is little empirical research in the area of textbook adoption. (Smith & DeRidder, 1997; Stein, et al., 2001).

There are two published studies that examined the textbook adoption process. (Smith & DeRidder, 1997; Smith & Mueller, 1998). Smith and DeRidder (1997) examined the general criteria of textbook selection and publisher incentives in the textbook adoption process. In contrast, Smith and Muller (1998) studied the adoption criteria of

marketing professors only as well as the ethics of publisher incentives. While in different order, the top five selection criteria in both studies were: 1) students ability to comprehend the material; 2) timeliness of the text; 3) accuracy of the text and support material; 4) quality of support materials; 5) relevance of the text. Additionally, pilot studies have been conducted comparing computer information systems and other business professors' criteria for textbook adoptions (Stevens, Clow, McConkey, & Spears, 2007), marketing and management professors' criteria for textbook adoption (Stevens, Clow, McConkey, & Von Bergen, 2007), and the selection criteria of entrepreneur professors (Silver, Stevens, Clow, & McConkey, 2007). The purpose of this paper is to compare the criteria used by accounting professors in comparison with instructors of marketing.

Accounting and marketing professors were chosen because of the distinct differences in their respective disciplines. While marketing professors are able to easily adopt older editions of a text, accounting instructors are concerned with obtaining texts that are current in terms of FASB and other accounting rules. Thus, while professors across business disciplines have many adoption criteria in common, there are differences.

Textbook publishing is a competitive industry. Publishers vie for adoption commitments from professors and occasionally offer inducements in violation of accepted ethical norms (Smith & Muller, 1998). For the first quarter of 2007, college textbook sales totaled \$324.3 million (Educational Marketer, 2007). One cause of increased competition is that there are fewer textbook publishers due to consolidations in the publishing industry. In order to sell more books and, thus, increase profits, publishers are employing new and creative ways to market to college level instructors.

Students also figure into the textbook sales equation. The price of college textbooks has increased an average of 6% each year since the 1987-88 academic year (National Association of College Stores). While this growth is twice the rate of inflation, tuition has increased at a 7% annual rate (National Association of College Stores). Textbooks and supplies are estimated to cost students between \$805 and \$1,229 for the 2007-08 school year (National Association of College Stores). Further, some states have begun to mandate that instructors offer more choice in textbooks, provide the least costly option without sacrificing content, and work to maximize savings to students (Oklahoma House Bill 2103).

Students combat the high cost of textbooks with alternative strategies. A National Association of College Stores survey found that only 43% of students buy the required books for their courses (Carlson, 2005). Students either share a textbook with another student taking the same course or borrow a textbook. Additionally, some students turn to online texts which were preferred by 11% of those students surveyed. However, seventy-three percent of students still prefer traditional texts (Carlson, 2005).

Another player in this picture is the used textbook wholesaler. The used textbook business thrives by purchasing used textbooks from students, college bookstores, and professors. Used texts cost between 25% and 50% below the price of a new book and are a frequent substitute for new books. There are ethical questions for faculty about this practice, however (Robie, Kidwell, & King, 2003). For example, there is a question of the ethics of selling examination copies of texts a faculty member has requested from the publisher but decided not to adopt.

The result is a distinctive competitive environment among college textbook publishers. Demand for new textbooks is depressed by the comprehensive system of buying and selling used textbooks set up by used book dealers. With less than half of students purchasing the required text, the demand for both new and used books is reduced. However, professors believe in the instructional value of textbooks and continue to assign them as required reading in courses. Further, professors make these assignments with the expectation that students will purchase the book or attain one for use during the course.

Rather than reduce costs, textbook publishers have been accused of using tactics that actually increase the cost of textbooks. For example, publishers drive up the costs of new texts with extras such as CDs, workbooks, and online material. Additionally, publishers produce new editions of textbooks frequently and encourage professors to adopt the newer editions in order to combat the used textbook market. Both tactics increase the cost of texts because they require additional investments by the publishers that have to be recouped in shorter and shorter time frames.

Our study indicates that accounting professors can help hold down these costs by not adopting text that include ancillaries they do not need. On the other hand, accounting professors may not be helping students control costs because they are more likely than some professors to adopt the latest edition.

The purpose of this pilot study was to provide information concerning how accounting and marketing professors adopt textbooks and how they view marketing methods being used by textbook publishers. Our data shows that the most effective method of persuading faculty to adopt a new textbook is getting it in their hands for examination. We also show that content is extremely important and professors want to examine a book's content and how the content is presented. This is especially true for accounting professors given the frequent changes in FASB and the move to IFRS.

The Study

The study was conducted using Internet survey methodology. A sample of 2,723 marketing professors and 4,093 accounting professors were selected from universities throughout the United States using Hasselback directories of accounting and marketing faculty. These individuals were sent an e-mail explaining the purpose of the study and a link if they wanted to participate. Of the 2,723 e-mails sent to marketing faculty, 550 were returned due to various reasons such as wrong e-mail address, insufficient e-mail address, or the e-mail was viewed as SPAM by their university's e-mail filter system. Thus, out of the 2,173 e-mails that were delivered to marketing faculty, 310 responded, yielding a response rate of 14.3%. Of the 4,093 emails sent to accounting faculty, 416 were returned as undeliverable, 3,677 were delivered and 348 responded for a 9.5% response rate.

The survey consisted of 15 questions addressing the topic of textbook adoption and five demographic-related questions. Survey questions were developed from a review of the literature and input from professors on how they adopt textbooks. Additionally, two of the authors have experience in writing textbooks and ancillary materials. A five-point rating scale (5 = very important and 1 = very unimportant) was used to measure the importance of criteria, such as content, cost, and ancillary materials, in the selection of a textbook. Because of the importance of ancillary materials and the investment by publishers in developing ancillaries, a separate question dealt with the importance of ancillaries, such as the test bank and PowerPoint slides, and the relative importance of these items in electronic and/or online formats.

A five-point rating scale was used to ask about the influence of the reputation of the textbook authors and how important a personal acquaintance was with the author(s) on the adoption process. Additional questions addressed the issues of why professors switch textbooks and how long they stay with a textbook before switching.

The next section of the questionnaire dealt with the promotion of textbooks, both from the professor's selection viewpoint and the publisher's promotion viewpoint. Again, five-point rating scales were used to evaluate various methods, such as e-mail, direct mail, and telephone, which professors utilize to learn about a new book. In terms of being contacted by publishers, questions were asked concerning how book reps contact them, how often they are contacted, and how often they would like to be contacted. The last part of the questionnaire examined various methods publishers use to promote new textbooks, such as direct mail, e-mail, telephone, and personal visits from book reps.

The Results

Table 1 provides the sample characteristics. A total of 658 usable surveys were received. As is shown in this Table, the two groups of respondents were fairly well matched in terms of teaching experience, rank, and institutional enrollment. The majority, approximately 70%, of the respondents had taught more than 15 years. In terms of rank, the largest category for marketing professors were full professors, 42.9%, but the largest category for accounting was the associate professors at 35.9%.

The relative importance of various criteria used in the textbook adoption process was measured using a 5-point rating scale anchored by (5) very important and (1) very unimportant. The results are listed in Table 2. While there were

similarities in criteria used in selecting a textbook, there were significant differences between the two groups on several selection criteria. Marketing faculty rated the cost of the text, length, and author(s) significantly higher than accounting faculty while accounting faculty rated the edition of the text significantly higher than marketing faculty.

For both accounting and marketing faculty, the two top criteria in selecting a textbook were content of the text and ancillary materials such as an electronic instructor's manual, quality Power Point slides and cases. Content had the highest mean by far, 4.89 for accounting and 4.85 marketing. Both were measured on a five-point scale. The means for ancillary materials was 3.98 for accounting and 3.86 for marketing. There are several possible explanations for these differences. One is that because of the visual nature of advertising and marketing, marketing professors prefer video enhanced Power Point slides with ads or other types of videos that can be used to discuss marketing concepts.

In contrast, accounting tends to deal with balance sheets, income statements, and other types of financial figures. Thus it is important for students to have problems and exercises to do as practice in developing these skills and knowledge. Having this material on CD and/or in hard copy makes it easier for an instructor to present this material in the classroom and to post it online. Developing accounting problems and exercises can be very time consuming and having ancillaries with this material is more important to them than to marketing professors.

The cost of the text for students was ranked as the 3rd most important criteria by marketing faculty and 4th by accounting faculty. Smith and DeRidder (1997) found that cost ranked 9th in importance for textbook adoption. Thus, the cost of the text has definitely increased in importance to faculty and it is highly likely that professors today are sympathetic to the concerns about textbook costs voiced by students.

Both the importance of the edition of the textbook and the author(s) of the textbook were significantly different between accounting and marketing faculty. The edition was more important to accounting faculty while the authorship was more important to marketing faculty. The edition of the text was 3rd on the list in terms of importance for accounting faculty. For marketing faculty, the edition was 5th on the list in terms of importance. The authorship of the text was 6th on both lists, although marketing faculty rated it as more important than accounting faculty mean.

Two additional questions were asked about authorship. The first asked about the importance of the author(s) reputation; the second about being personally acquainted with the author(s). Again, there were significant differences between the two groups. Marketing faculty were more likely to be influenced by the reputation and personal acquaintance with the author(s) than accounting faculty. For both, however, the mean for reputation was considerably higher than for acquaintance with the author(s). Thus, being personally acquainted with the author of a text is not highly important in the textbook adoption process and the author's reputation within their discipline was only of moderate importance. See Table 3.

The last three criteria in selecting a textbook are online and hard copy of the text, online textbook only, and advertising of the textbook. The means for these three items indicate professors place relatively little weight on them in terms of selecting a textbook.

With publishers offering more and technology-enhanced ancillary materials, the next section of the study examined the various ancillary materials and how important each was in the selection process. The results are listed in Table 4. As is shown in the table, there were significant differences between the two groups in the rating of several items. Marketing faculty rated the availability of basic Powerpoint slides and video enhanced Powerpoint slides significantly higher than accounting faculty. On the other hand, accounting faculty rated an electronic test bank, an instructor's manual on CD, a hard copy of the instructor's manual, online class material, online student quizzes, a CD for students, and online testing higher than marketing faculty.

For accounting faculty, the most important ancillary materials were the electronic test bank, the instructor's manual on a CD, cases, hard copy of the test bank, hard copy of the instructor's manual, and the basic PowerPoint slides. All of the remaining items had means below 3.00. For marketing faculty ancillaries with means above 3.00 in order of importance were basic PowerPoint slides, cases, electronic test bank, instructor's manual on CD, hard copy of the instructor's manual, and video-enhanced PowerPoint slides. For all of the online type of ancillary materials as well as a CD for

students, each was more important to accounting faculty although these items are not as important in the overall selection process.

Surprisingly, cases were ranked 2nd in importance for marketing faculty and 3rd for accounting faculty. The questionnaire did not pursue what type of cases or in which courses cases are desired. Future studies may want to address this issue. One of the primary purposes of a pilot study is to produce information that should be explored in greater depth.

When asked if they were leery about adopting a first edition there was a significant difference between the viewpoint of accounting and marketing faculty with accounting faculty displaying a higher level of concern about a first edition. For accounting faculty, 23.9% said they were not at all leery while 56.6% of the marketing faculty said they were not at all leery (See Table 5). For the opposite extremely, definitely leery of adopting a first edition, 24.5% of accounting faculty are definitely leery compared to only 7.7% of the marketing faculty.

Table 6 provides a list of the various reasons for switching textbooks. The top two reasons for marketing professors was the content of a new text and a new textbook being better suited for the professor's teaching style. The top two reasons for accounting faculty were content of a new text and being unhappy with the current text. The percent choosing the other reasons was fairly consistent between the two groups.

With many textbooks on a 3-year cycle, it is not surprising that the highest percentage of the both groups said they switch every 3 years or less (see Table 7). For accounting faculty, 45.6% switch every three years while for marketing faculty it is 36%. It appears that accounting faculty may use a textbook longer than marketing faculty, although it is not significantly different.

The last part of the questionnaire addressed the promotional aspect of textbooks in terms of how professors gain knowledge of new texts, what type of marketing approach professors prefer, and how it relates to what publishers are currently doing. The first question in this section addressed the various promotional methodologies professors utilize to learn about new textbooks in their field. Results are listed in Table 8.

The most desirable method, by far, was an examination copy of the new text. Although rated high by both groups, it was rated significantly higher by marketing faculty than accounting faculty. Contact by a book rep was second for both groups. For accounting faculty, booth displays at conferences were rated third while marketing faculty rated direct mail third. The publisher's website and e-mail were ranked 5th and 6th for both groups with means slightly above 3.00. Advertising in media and telephone calls were rated lowest by both groups of respondents.

Because of the desirability of contact by book reps, professors were asked what types of communication methods from book reps was desirable. Results are listed in Table 9. The most desirable communication method by both groups was personal visits. The second most desirable method was e-mail and the least desirable method of communication was the telephone.

Closely related with the method of communication is the frequency of contact. Results are provided in Table 10. Both groups of respondents indicate their book rep usually contacts them once a semester or more. This frequency was also the most desirable number of contacts per semester by both groups. In comparing the current level of contact to the desired level of contact, it appears that some publishers may be contacting professors more frequently than is desired. What the survey did not reveal is does this produce a negative impact on the professor's likelihood of adopting a particular textbook or is just what he or she would prefer, with no negative adoption impact.

Direct mail is often used to inform professors about new textbooks. The two most common forms of direct mail are a specific promotional piece advertising only one text and a multiple book promotion that describes several new books offered by the publisher. The data indicate that specific book promotions are more helpful than multiple book promotions (see Table 11). There were no significant differences between the two groups on this issue.

As with any product, the challenge facing textbook publishers is getting professors to look at a new text. Like many

products, if the book is examined, the probability of purchase, or in this case adoption, greatly increases. Seven types of textbook marketing techniques designed to encourage instructors to take a closer look at a new text were examined. Results of the most effective marketing techniques as reported by instructors are provided in Table 12

Based on previous results discussed, it is not surprising that the most effective means of encouraging a professor to take a closer look at a new text is an examination copy followed by contact from a book rep. Marketing faculty, however, rated examination copies significantly higher than accounting faculty.

The next three methodologies, in order of importance, were approximately equal for the two groups: direct mail, e-mail, and the publisher's website. Out of the three, only direct mail was significantly higher, with marketing faculty placing a greater value on it than accounting faculty. The mean for marketing was 3.37, while for accounting the mean was 3.16.

While telephone and magazine promotions were rated lower by both groups, both were rated higher by accounting faculty than by marketing faculty. With means around 2.00 or lower, it is clear that faculty are not likely to take a closer look at a new text if contacted by telephone or if an ad is placed in some type of magazine.

With the advent of the web, many companies, including publishers, are making greater use of websites. With this in mind, instructors were asked if they visit the publisher's website in the process of selecting a new text. Approximately one third, (36.7%) of the marketing faculty and over half (51.3%) of the accounting faculty said they always access the publisher's website when reviewing a new textbook (see Table 13). Forty-five percent of the marketing faculty and 34.6% of the accounting faculty will occasionally access the publisher's website and 17.6% and 12.3%, respectively, never do. This indicates that websites are being used by both groups, but more extensively by accounting faculty.

Discussion

This pilot study provides valuable information in terms of how accounting and marketing professors adopt textbooks and how they view marketing methods being used by textbook publishers. Instructors report that the most effective method of encouraging faculty to adopt a new text is to get the new book into their hands so they can examine the book. Because content is extremely important, a professor needs to examine the text to determine what is presented in the book and how it is presented. This is especially true for accounting professors given the frequent changes in FASB and the move to IFRS.

Textbook publishers have been criticized for adding unused ancillaries to textbooks, which has the byproduct of driving the price up. This study, however, confirms the importance of ancillary materials in the adoption process. Textbook publishers are correct in placing a heavy emphasis on ancillaries. This emphasis may be misdirected because of the type and quantity of ancillaries desired by the different disciplines. This study would indicate marketing faculty desire high quality Power Point slides and video while accounting professors are more interested in a hard copy of the test bank, online materials, CDs for students and online tests. Rather than adding additional ancillary materials, publishers may gain more favor with faculty by enhancing the current ancillaries important to accounting instructors. Thus, adding 100 more questions per chapter to an electronic test bank may be more advantageous than adding extra online material that can be utilized in the course. Researchers may want to investigate the area of ancillaries to determine the thoughts of professors on what is desired and how much. Issues of quality also need to be examined.

When professors do switch textbooks, it is almost always due to more desirable content of a new book or dissatisfaction with the content of the current text. Less frequently are faculty members dissatisfied with the ancillary materials or switch to a new book because it has better ancillary materials. In addition, the most likely time for switching is when their current text is entering a new edition. This is particularly important to accounting instructors (See Table 2). Thus, timing is critical. Accounting faculty need to communicate to textbook publishers that examination copies received at the right time enhances the probability of adoption, while copies received at other times are likely to be set aside or end up in the used textbook market.

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

Direct mail promotions can be an effective promotional method, if the piece discusses only one textbook. The promotional flyers or magazines that describe multiple books are not nearly as effective in encouraging professors to consider a new book. For accounting instructors, this may be due to the array of rule changes in new textbook. Next to receiving an examination copy of the text and contact by the book rep, direct mail is an effective means of learning about new books. A large percentage of the respondents in this study indicated it was a desirable method. It is more effective than booth displays at conferences although accounting professors liked this method more than marketing professors. . While participants at a conference can examine books at a booth, not all conferences are attended by publishers and not all faculty members attend conferences. Thus, learning about new books at a conference is not a consistent methodology.

The last important issue found in this study is the cost of the text for students. Because of increased costs for textbooks and tuition, students have complained. In many localities, the local media has echoed this sentiment, as well as parents.

University faculty appears to have heard the message. Cost is now the third most important criteria in the selection of a book for marketing faculty and fourth for accounting faculty. Cost is less important than content for accounting professors because of frequent changes in FASB.

Instructors report that the practice of sending out complimentary copies of textbooks for possible adoption has traditionally been the best way to get adoptions for new texts (See Table 8). However, this is also a high cost promotional approach since the books are usually not returned and they also find their way to textbook wholesalers which reduces the profitability of the text for the publisher and, more importantly, the cost to the student.

In order to hold down costs for students and address the needs of accounting professors in contrast to marketing instructors and those of other business disciplines, instructors need to let publishers know that a standardized marketing approach is ineffective in aiding accounting professors in the adoption process. For example, accounting professors may want to let publishers know that certain ancillary materials are more important to them than they are to other disciplines. Accounting instructors may also want to communicate to publishers that an informative website is more helpful to them than other business disciplines as are display booths at conferences. Finally, to reduce costs and a proliferation of unused examination copies, accounting instructors may want to let their textbook representatives know that they are generally more leery of new editions than instructors in other business disciplines.

This pilot study indicates a need for more research in this important area of higher education. Limitations of our study include a lack of demographic information from professors and the factors underlying the decision to switch textbook authors. Our attempt in this pilot study was to introduce some of the issues involved in textbook selection between two very different business disciplines. We encourage others involved in higher education to extend and refine our work.

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Table 1: Sample Characteristics

Demographic Variable	Classification	Accounting	Marketing
Teaching experience	Less than 5 years	5.4%	5.8%
	6-10 years	28.3%	20.0%
	11-15 years	16.6%	15.5%
	16-20 years	15.8%	14.8%
	More than 20 years	43.8%	43.9%
Current rank	Adjunct or instructor	9.1%	5.2%
	Assistant professor	24.4%	18.2%
	Associate professor	35.9%	33.8%
	Full professor	30.6%	42.9%
Institution's enrollment	0-4,999	25.6%	20.7%
	5,000 to 9,999	18.2%	23.0%
	10,000 to 14,999	14.7%	13.3%
	15,000 to 19,999	15.6%	15.2%
	20,000 to 24,999	11.8%	12.3%
	25,000 or more	14.1%	15.5%
Sample size (Total 658)		N=348	N=310

Table 2: Criteria in Decision to Adopt a Textbook

Variable	Accounting	Marketing	T-Value	Significance
Content of text	4.89	4.85	0.897	.370
Ancillary materials	3.98	3.86	1.416	.157
<i>Edition of text</i>	3.84	3.44	4.484	.000
<i>Cost of text</i>	3.40	3.73	4.103	.000
<i>Length of text</i>	3.32	3.47	2.003	.046
<i>Author(s) of text</i>	2.81	3.02	2.371	.018
Online and hard copy of text	2.50	2.58	0.805	.421
Online text only	1.89	1.85	0.460	.646
Advertising of text	1.94	1.82	1.682	.093

Table 3: Reputation and Acquaintance with Author(s)

Variable	Accounting	Marketing	T-Value	Significance
<i>Reputation of author(s)</i>	2.89	3.08	2.123	.034
<i>Acquaintance with author(s)</i>	1.91	2.09	2.054	.040

Table 4: Importance of Various Ancillaries to Adopt a Textbook

Variable	Accounting	Marketing	T-Value	Significance
<i>Electronic test bank</i>	3.84	3.45	3.452	.001
<i>Instructor's Manual on CD</i>	3.68	3.38	2.794	.005
Cases	3.52	3.47	0.517	.606
<i>Hard Copy of test bank</i>	3.21	2.78	3.734	.000
Hard copy of Instructor's Manual	3.15	3.19	.0360	.719
<i>Basic PPT slides</i>	3.05	3.57	4.791	.000
<i>Online class material</i>	2.88	2.59	2.832	.005
<i>Online student quizzes</i>	2.73	2.42	3.082	.002
<i>CD for students</i>	2.68	2.40	3.062	.002
<i>Video-enhanced PPT</i>	2.48	3.08	6.286	.000
<i>Online testing</i>	2.35	2.04	3.195	.001

Table 5: Leery About Adopting First Edition

Are you generally leery?	Accounting	Marketing	T-Value	Significance
Not at all	23.9%	56.6%		
Somewhat	51.6%	35.7%		
Definitely yes	24.5%	7.7%		
Mean response	2.01	1.51	9.465	.000

Table 6: Reasons for Switching Textbooks

Reason	Accounting	Marketing
Content of new text	70.4%	60.7%
Unhappy with current text	67.2%	54.3%
New textbook better suited to my teaching style	57.5%	59.45
New edition of current text coming out and want to change	53.4%	47.0%
Better ancillary materials with new text	39.1%	37.4%
Dissatisfied with ancillary materials	34.2%	39.3%
Unhappy with publisher	23.2%	19.2%

Table 7: Frequency in Switching Textbooks

Frequency	Accounting	Marketing	T-Value	Significance
Once a year	1.7%	1.9%		
Every two years	17.4%	25.6%		
Every three years	45.6%	36.0%		
Every four years	8.1%	13.6%		
Every five years	7.3%	6.5%		
Longer than five years	19.8%	16.2%		
Mean response	3.61	3.46	1.373	.170

Table 8: Learning about New Textbook

Variable	Accounting	Marketing	T-Value	Significance
<i>Examination copy</i>	4.61	4.74	2.555	.011
Contact by book rep	3.73	3.82	1.060	.290
<i>Booth displays (conference)</i>	3.45	3.13	3.379	.001
Publisher's website	3.22	3.06	1.619	.106
<i>Direct mail</i>	3.09	3.30	2.223	.027
E-mail	3.05	3.07	0.272	.786
Advertising in media	2.17	2.18	0.052	.958
Telephone	1.76	1.64	1.580	.115

Table 9: Communication Methods from Book Reps

Variable	Accounting	Marketing	T-Value	Significance
Personal visit	3.86	3.95	1.012	.312
E-mail contact	3.60	3.58	1.034	.302
Telephone	2.60	2.41	1.934	.054

Table 10: Frequency of Contact by Book Rep

Variable	Current Frequency		Desired Frequency	
	Accounting	Marketing	Accounting	Marketing
Less than once a year	4.3%	4.8%	6.3%	0.6%
Once a year	11.5%	11.3%	16.7%	18.1%
Once a semester	39.1%	46.8%	46.7%	58.3%
Two to three times a semester	36.2%	29.7%	27.7%	18.1%
Four or more times a semester	7.8%	6.8%	2.6%	0.6%
	Accounting	Marketing	T-Value	Significance
Current contact	3.56	3.50	1.034	.302
Desired contact	3.03	2.91	1.863	.063

Table 11: Direct Mail Promotions from Publishers

Variable	Accounting	Marketing	T-Value	Significance
Specific book promotions	3.19	3.35	1.547	.122
Multiple book promotions	2.63	2.76	1.279	.201

Table 12: Book Promotions That Encourage Closer Look at New Text

Variable	Accounting	Marketing	T-Value	Significance
<i>Examination copy</i>	4.69	4.81	2.676	.008
Contact by book rep	3.88	3.97	1.177	.240
<i>Direct mail</i>	3.16	3.37	2.202	.028
E-mail	2.96	3.01	0.445	.656
Publisher's website	2.77	2.65	1.371	.171
<i>Telephone</i>	2.11	1.90	2.591	.010
<i>Magazine</i>	1.99	1.84	2.101	.036

Table 13: Accessing Publisher's Website When Selecting Textbook

How often access?	Accounting	Marketing	T-Value	Significance
Every time select a text	51.3%	36.7%		
Occasionally when selecting text	36.4%	45.7%		
Never when selecting text	12.3%	17.6%		
Mean response	2.39	2.19	3.639	.000