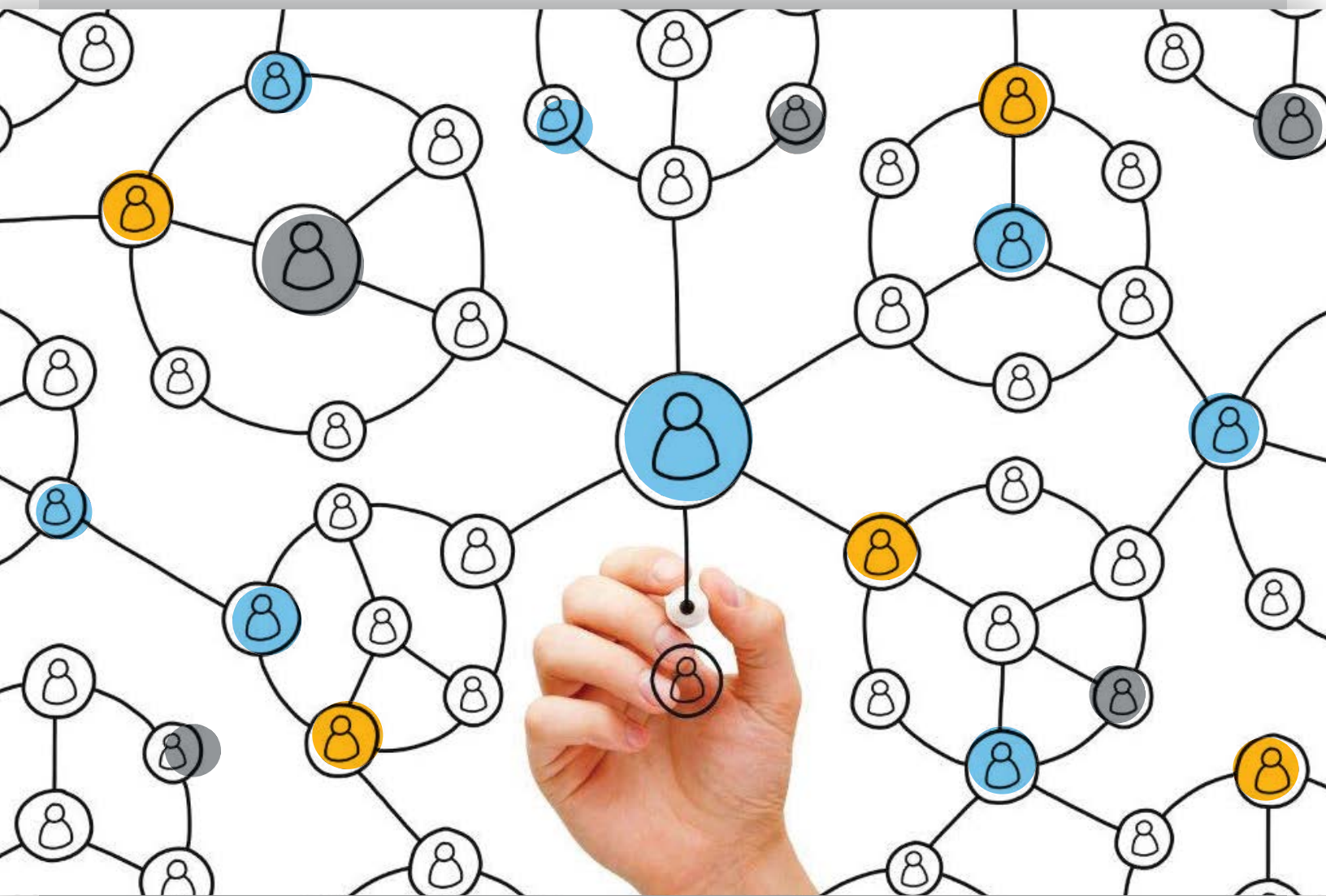


AMA Transitions Guide: Navigating the Progression from Doctoral Student to Marketing Professor





The Doctoral Student Special Interest Group (DocSIG), in conjunction with the American Marketing Association, is pleased to present The AMA Transitions Guide: Navigating the Progression from Doctoral Student to Marketing Professor. This document is meant to serve as a comprehensive guide for marketing doctoral students as they transition from student life to professor life. It contains information that is relevant to the job search, interviewing process, and transition to life as a new professor, among other topics.

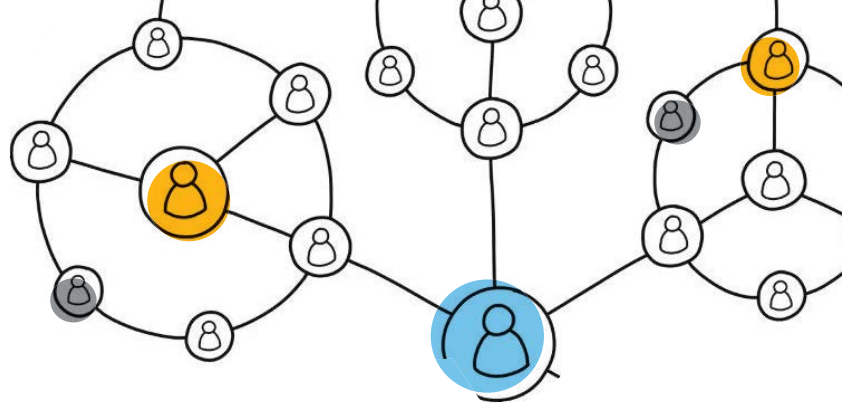
The creation of this guide would not be possible without the dedication of many parties and individuals. First, DocSIG would like to thank the professors, each of whom coauthored a section of this guide:

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Overview of the Job Market Process

Dr. Laurel Cook, West Virginia University
Dr. Marie Yeh, Loyola University Maryland

The process of applying for a job as an assistant professor of marketing is as exciting as it is nerve-wracking. In response, this guide is offered to help prepare you and to provide the perspective of others who have gone through the process. In this section, we provide an overview of the job market to illustrate how the process typically begins, develops, and concludes.

● Preparing for the Job Market

During your Ph.D. program, you likely developed a list of schools you would like to work for. This will give you a good idea of the parameters of various jobs as they become available. It is a good idea to have a tactical plan in place about six months before you respond to job ads. Preparation for the job market typically begins in the early months of the year that you plan to apply for jobs — i.e., January-February — so you should begin thinking about the process in the late summer of the previous year.

A well-developed application includes many components you may not expect. Many of these components, including letters of recommendation, take a substantial amount of time to acquire. In addition, personal documents such as a research statement and teaching philosophy should be thoughtfully written, reviewed, and polished. You should also spend time considering your positioning in the market and how to best present yourself. Students with the most favorable outcomes at the end of the job market process have shared iterations of their materials with trusted colleagues. It is worth the investment of time to collect feedback from your faculty and peers about your competencies while considering the needs of the schools you aspire to join.

Because the job market process is so multifaceted, it is critical to implement and maintain an organization system to keep all of your materials, notes, and job responses in order. For most, a tabbed Excel spreadsheet works well as a master document for organizing information, including 1) the schools you apply to, 2) submission materials you send, 3) AMA interview requests you receive and schedule, 4) campus visit requests you receive and schedule, and 5) job offer(s) you receive.

● Summer AMA Interviews

You can expect to hear from schools shortly after you submit your materials; the initial contact by the school will be a confirmation of receipt of your application. After the hiring committee reviews applications, offers for interviews at the American Marketing Association (AMA) Academic Placement Career Fair (Summer Educators'

Conference) — commonly referred to as “Summer AMA” — are extended. Interview durations typically range from 30 to 60 minutes and take place in 15-minute increments. The earliest interview offers come in July, while most opportunities come just weeks before Summer AMA takes place. Some schools are beginning to offer opportunities to interview during non-prime days as well as before and after the conference.

If feasible, make plans to arrive a few days early to familiarize yourself with the venue and make final interview preparations. During the conference, you may find it useful to order room service for breakfast each day to 1) settle your nerves, 2) provide much-needed fuel for the energy you will need for a full day of interviews, and 3) give you extra time to go over the day’s important points (e.g., faculty research, prepared questions, etc.). If possible, stay a day after the conference ends so you can schedule additional last-minute interviews, if needed, and have time to relax and reflect before traveling home.

Shortly after you return, thank-you emails should be sent to the faculty members you interviewed with. This follow-up communication is an important way to 1) convey your gratitude for the hiring committee’s time and consideration, 2) reiterate your potential contribution to the department, and 3) express your interest in learning more about the position. You can expect campus visit offers as soon as the week after the conference, with most being extended in September and early October.

● Campus Visits

From September through December, campus flyouts begin to take place. Visits to campuses generally take two days. You will arrive on day one prior to dinner time, and that evening, you will be wined and dined by two or three members of the hiring committee. The next morning, starting with breakfast, you will meet with individuals in 30-minute appointments and with groups in 45- to 60-minute sessions. People you may meet with include members of the marketing department faculty, the College of Business dean and associate dean(s), and doctoral and undergraduate students.

You will also give a research presentation and possibly a teaching presentation. You will be able to tell how oriented that particular university is toward teaching by whether or not you are asked to give a teaching presentation. You will also know how oriented they are to students based on whether or not you are asked to meet with students.

Your campus visit may also include a real estate tour to see potential areas to live and those that are popular with faculty.

The visit may last into the evening with you flying out the next day, or you may fly out that evening. If you do not leave until the next day, you may or may not have dinner again with your hosts. Don’t hesitate to ask about the timeline during the visit so you can plan for what comes next.

On the plane ride home, draft thank-you emails to each of the people with whom you met. Send them as soon as possible after the visit, preferably the next day.

● Receiving and Accepting an Offer

Job offers from the primary job market generally occur anywhere from November through December and even into January. The amount of time it takes for offers is highly variable and depends on several factors, including

the number of candidates. Generally, schools invite three or four candidates for flyouts, scheduling one a week. You may have been the first or the last candidate interviewed, so during your visit, be sure to ask your hosts where they are in the process so that you have an understanding of their timeline.

How quickly departments rank candidates and reach consensus in the hiring process also influences the timing of offers. Some schools meet immediately after the final candidate is seen to make decisions. Other schools are highly bureaucratic, with many layers of paperwork that need to be addressed before offers can be extended, and may take as long as a month or more before making offers. Often in these cases, the department chair will call to informally tell the candidate about an impending offer. A word of caution, however: Until you have a definitive commitment from the school, you do not have an official offer. Candidates have been burned waiting for an offer to become official to only have it evaporate as if it were never extended.

Where you are in a school's ranking of candidates also affects the timeline. You may not be a school's first choice. The job market is as tricky for schools as it is for you; they are competing for candidates as much as you are competing against them. Thus, a highly qualified candidate may be the first choice of several schools, and a school that strongly desires that candidate may give him or her two to three weeks of leeway to consider their offer while completing their other campus visits. Many schools are left empty handed in the job search process as they lose candidates to other schools.

Of course, everyone wants to be every school's top choice. But keep in mind that being flown out by a school means you were one of the privileged few of the 30 to 40 candidates screened at Summer AMA to make it through. An offer is an offer, regardless of where you ranked.

If you do not get an offer, or choose not to accept the offer(s) you receive, you will find yourself on the secondary job market. The secondary job market does not necessarily begin in the spring; it comprises jobs that are posted in the late fall and into the spring after the Summer AMA. For a variety of reasons, schools are sometimes not able to obtain approval for hiring until after the Summer AMA. In addition, schools that have not been successful in their hiring process often repost their position in the secondary market. Thus, job announcements continue to post in the fall and into the spring.

While it is commonly thought that these jobs are not as prestigious as those that follow the traditional job market timeline, data from AMA's "Who Went Where" survey indicate that secondary job markets do not necessarily pay significantly less, indicating the value these jobs have in the marketplace.

Since these job announcements are made in a just-in-time manner, the general timeline is similar to what has been described with the traditional job market.



Students with the most favorable outcomes at the end of the job market process have shared iterations of their materials with trusted colleagues. It is worth the investment of time to collect feedback from your faculty and peers.



About a month after the job advertises, they contact candidates and set up interviews. Since interviews for these positions do not happen at Summer AMA, the process often starts with a screening interview by phone or Skype, which can take several weeks. Then campus flyouts generally proceed within the same time span as the primary market, albeit later.

What's Next

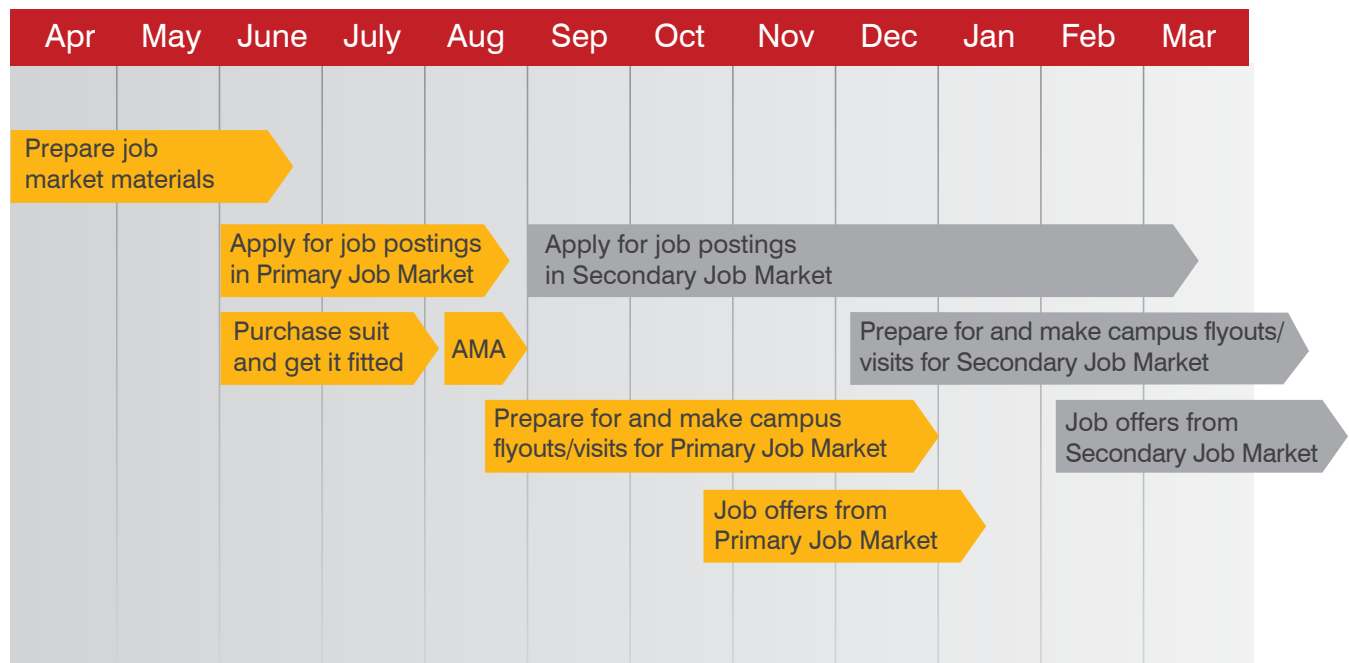
This brief overview provides you with just a snapshot of what you need to know to survive and thrive on the marketing job market. While these broad strokes of “what happens and when” are generally what occur for most candidates, each has his or her own unique experiences that may deviate from this timeline.

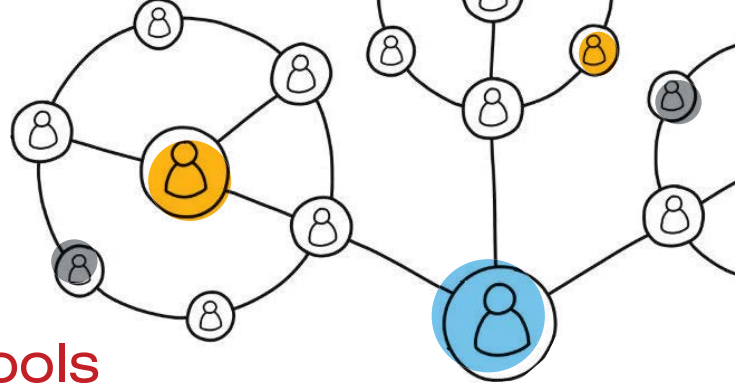
The following chapters offer more specific advice about types of schools, creating CVs and packets, the interview process, campus visits, the negotiation process, and transitioning to faculty life. Whether you follow this advice or carve your own path, what's most important is that you believe in yourself and what you have to offer.

All the best as you embark on the next phase of your career journey!

DocSIG Job Market Timeline

12 Months





Finding Jobs/Types of Schools

Ethan Pew, Stony Brook University
César Zamudio, Kent State University

As you navigate the job market cycle, it can be useful to think about dynamics on both sides of the market. This section outlines a basic framework for the types of schools and the types of jobs most commonly encountered. It also examines profile distributions for both schools and candidates. Wherever possible, reporting and discussion draw on data and empirical findings.

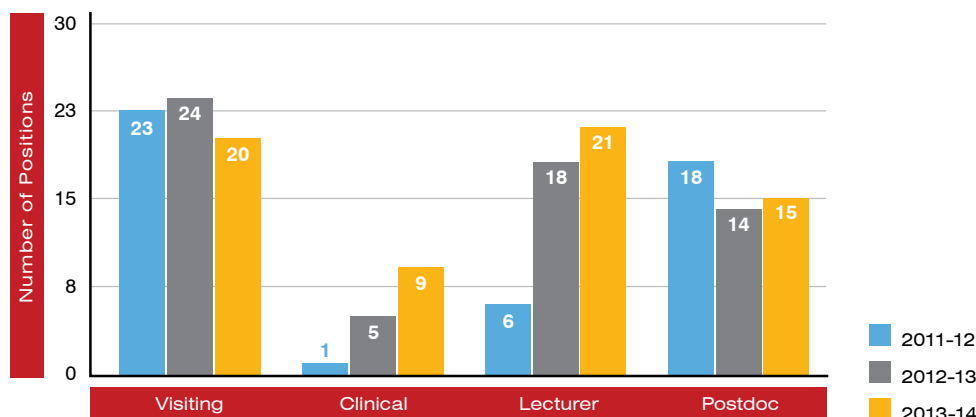
Tenure-Track Positions

In a given market cycle, 450-500 positions are posted on MarketingPhdJobs.org, and 85-90% of announcements are for tenure-track openings. This is largely good news. Of course, not all tenure-track positions are created equal, so it's useful to classify the different types of hiring departments. The easiest way to do this is based on the steady-state teaching load, though this is an imprecise metric [1]. "Steady-state" refers to the number of course sections a faculty member would teach *after* recruiting incentives (i.e., teaching releases) have expired. Steady-state teaching loads typically range from 3/0 (three sections one semester, zero sections the next semester) to 4/4 (four sections each semester). The AMA DocSIG's annual "Who Went Where" report classifies schools as Research Intensive (3/0 teaching load), Research (2/2 teaching load), Balanced (3/2 to 3/3 teaching load), and Teaching (teaching load higher than 3/3).

Non-Tenure-Track and Industry Positions

The remaining 10-15% of positions fall into one of five categories: Visiting Faculty, Clinical Faculty, Lecturer, Postdoctoral Researcher, and Industry. Announcements for these categories occur predominantly in the spring semester. The number of openings for non-tenure track positions for the 2011-12 through 2013-14 market cycles is provided in Figure 1.

Figure 1
Number of Non-Tenure Track Faculty Positions Announced by Market Cycle



Visiting Faculty. Visiting faculty positions are typically one-year contracts. Schools recruiting visiting faculty generally have an urgent need to hire someone on a short-term basis. A typical teaching load for a visiting position might be 3/3, though it could be lower or higher and may or may not be negotiable. At the assistant professor level, visiting faculty openings are unlikely to convert into tenure-track positions.

Clinical Faculty. Clinical faculty openings are generally multi-year positions with a primary focus on teaching, a secondary emphasis on service, and perhaps a small expectation of research. The typical teaching load might range from 2/2 to 3/3. A Ph.D. is generally required. Many schools do not have a formal clinical track.

Lecturer. Lecturer positions are non-tenure track positions with a primary focus on teaching. A typical lecturer position might consist of a 4/4 teaching load. Schools recruiting for a lecturer might be interested in both individuals who hold a Ph.D. and individuals with extensive industry experience. Lecturer positions may be short-term contracts (one year) and may or may not be renewable. In some cases, schools may be looking for long-term appointments similar to a clinical position.

Postdoctoral Researcher. Postdoc positions are typically one- to three-year engagements sponsored by a specific faculty member (often as part of a research grant). In most cases, postdoc positions do not involve teaching, though some schools may offer teaching opportunities based on mutual interest. Notably, postdoctoral research positions in business schools tend to target individuals with a Ph.D. in an allied field such as psychology, economics, or statistics who conduct research relevant to marketing.

Industry. There are fantastic opportunities outside academia for those with a Ph.D. In fact, *Harvard Business Review* described data scientist as “The Sexiest Job of the 21st Century” (Davenport and Patil 2012). Additionally, industry positions generally offer a permanent 0/0 teaching load, and a corporate career may offer financial upsides over a faculty placement. According to the 2013-14 AACSB Salary Survey Report, the average salary for full professors in marketing is \$155,600, which is 1.3x the average salary for assistant professors in marketing (\$117,800; AACSB 2014). In contrast, CEOs at public firms make 231x the average employee’s salary (Mishel and Sabadish 2012). This isn’t a perfect comparison for a variety of reasons, but the bottom line is that pay scales at major firms move differently than pay scales at a university. Six years after starting an industry job, you might be making 3x your starting salary (and well above the pay scale for full professors). As a consequence, it may be helpful to think about the long-term trajectory for both paths.

If you are considering industry options, a good general strategy is to work with a headhunter who can help place you in the right opening. Keep in mind, though — many industry positions will want someone who can start in four weeks. It may be practical to pursue industry options actively toward the end of the academic job market cycle and, ideally, after your committee has received your dissertation for review.

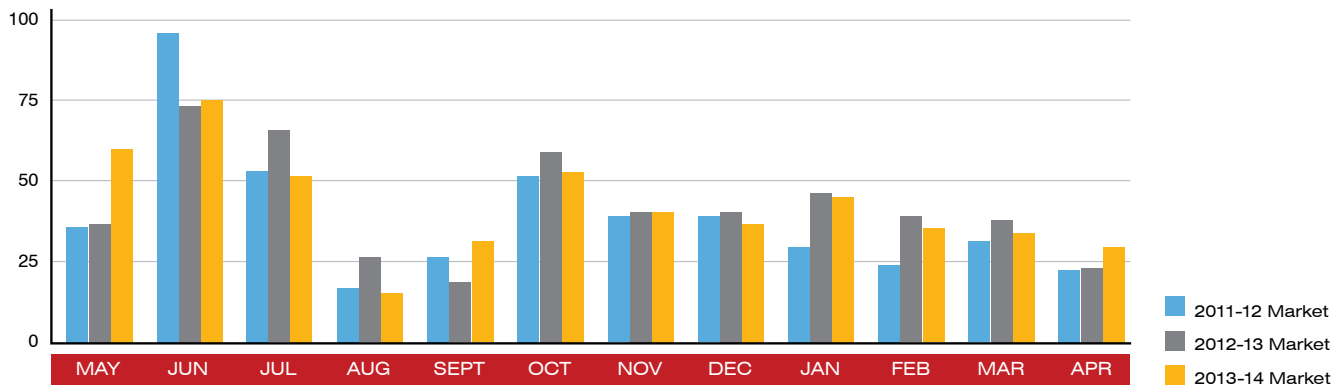
Charting a Course

The first thing to consider is the size and makeup of the market. Assessing recent markets and history will give you an idea of what to expect.

The next step is to consider how the market structure changes with respect to timing. Each market cycle runs May-April. Approximately 40% of openings are posted prior to the AMA Academic Placement Career Fair (more commonly referred to as “Summer AMA”), with June and July as the most active months for announcements. A complete view of when positions are announced is provided in Figure 2. Schools interviewing at Summer AMA are more likely to be classified as either Research Intensive (three or fewer sections of teaching per year) or Research (four sections of teaching per year) institutions, compared to schools recruiting in the post-Summer AMA period.

Figure 2

Jobs Posted by Month for the 2011-12, 2012-13, and 2013-14 Markets



It is also useful to get a sense of candidate profiles. As shown in Tables 3a-c, the DocSIG “Who Went Where” reports reveal that approximately 30-40% of candidates have one or more papers under first review at an “A” journal; around 25-30% of candidates have one or more papers past first review at an “A” journal; and only 10% of candidates enter Summer AMA with a publication in a top marketing journal (Cui 2007; Cui et al. 2008; Dingus, Mellema, and Langan 2013; Dingus, Yeh, and Whitley 2012; Thomas et al. 2009; Thomas, Weaver, and McShane 2010; Yeh et al. 2011). The table below provides exact numbers for the 2006-07 through 2012-13 markets as reported in the annual “Who Went Where” reports. The “Who Went Where” survey defines “A” journals as *Journal of Consumer Research*, *Journal of Marketing*, *Journal of Marketing Research*, and *Marketing Science* [2]. Notably, most candidates have zero papers in review or published in an “A” journal at the time of Summer AMA.

Table 3A:

Percentage of Candidates with Papers

Under First Review in “A” Journals at the Time of Summer AMA (Academic Placement)

# Papers	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
0	50.6%	54.3%	61.0%	67.4%	60.3%	71.4%	56.4%
1	37.3%	33.3%	23.4%	21.7%	30.1%	24.5%	28.7%
2+	12.1%	12.4%	15.6%	10.9%	9.6%	5.1%	14.9%

Table 3B:

Percentage of Candidates with Papers

Past First Review in “A” Journals at the Time of Summer AMA (Academic Placement)

# Papers	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
0	72.3%	76.3%	79.2%	67.4%	67.4%	70.8%	70.2%
1	14.5%	16.1%	18.2%	28.3%	22.2%	19.4%	17.0%
2+	13.2%	7.6%	2.6%	4.3%	10.4%	9.8%	12.8%

Table 3C:

Percentage of Candidates with Papers
Published in “A” Journals at the Time of Summer AMA (Academic Placement)

# Papers	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
0	74.7%	91.4%	83.1%	87.0%	81.9%	88.8%	88.3%
1	16.9%	6.5%	14.3%	10.9%	13.9%	8.2%	8.5%

● What Influences Placements?

Many forces that influence faculty hiring have been empirically investigated. In the context of the entry-level marketing job market, the main forces studied are 1) research productivity; 2) the particular field of research a candidate belongs to — that is, consumer behavior, modeling, or strategy; 3) prestige; 4) advisor’s productivity; and 5) other controls, such as demographics and cost of living. These, in turn, are related to job market success metrics: expected number of AMA interviews, campus visits, and salary (Close, Moulard and Monroe 2011), as well as the likelihood that a candidate is hired in a research-oriented hiring department — that is, one that has a doctoral program (Zamudio, Wang and Haruvy 2013).

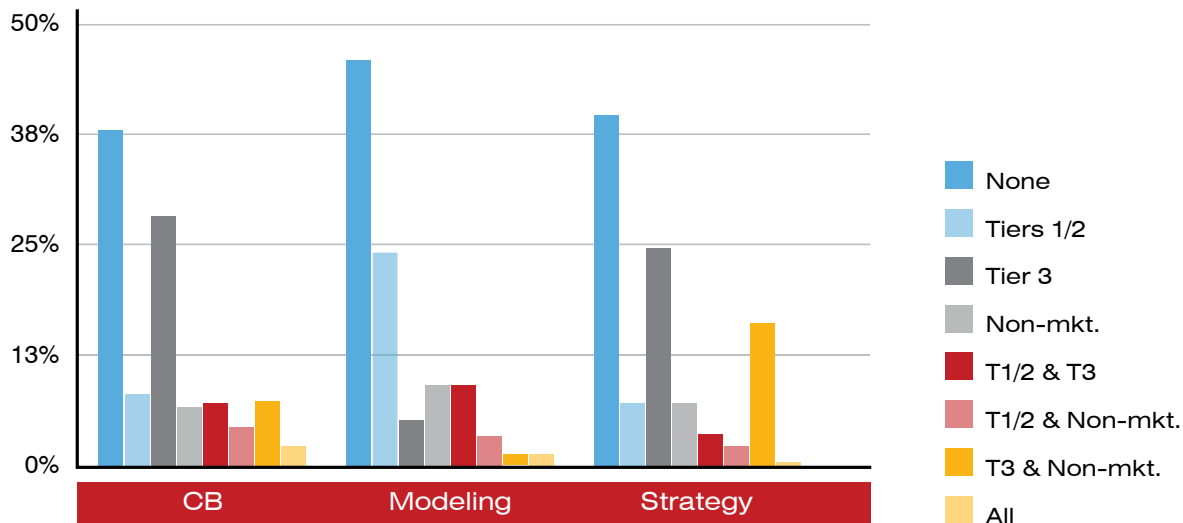
Although conventional wisdom suggests that doctoral students should strive to publish as early and as often as possible, the influence of doctoral candidates’ research productivity on job market success is rather nuanced. To begin, doctoral candidates should keep in mind that research productivity in the marketing job market is valued differently depending on the three major journal tiers that a doctoral candidate may publish in.

The first tier consists of the *Journal of Consumer Research*, *Journal of Marketing*, *Journal of Marketing Research*, *Marketing Science* and *Management Science* [3]. These are journals that are universally regarded as exceptional. The second tier consists of the *International Journal of Research in Marketing*, *Journal of the Academy of Marketing Science*, *Journal of Consumer Psychology*, *Journal of Retailing*, and *Marketing Letters* (Mittal, Feick and Murshed 2008). Both Tier 1 and Tier 2 represent an agreed-upon set of journals that signal exceptional doctoral candidate research productivity across doctoral-granting departments (Zamudio, Wang and Haruvy 2013). The third tier includes other marketing journals not on the above list. Finally, candidates may publish in non-marketing journals outside of our discipline. Only some of these are comparable to Tier 1 marketing journals (Mittal, Feick and Murshed 2008).

Figure 3 highlights that research productivity by field of research is quite varied. More than half of the job candidates in any field have published (or have an article in advanced review stage) before graduation. However, Consumer Behavior and Strategy candidates are more likely to publish in Tier 3, where Modeling candidates are more likely to publish in Tiers 1 and 2.

Figure 3:

Percentage of Candidate Publications in Different Journal Category Combinations
Job Markets 1997–2005



Empirically, job market success is primarily determined by publishing in Tier 1 and Tier 2 marketing journals; in other words, a candidate who has published in these journals becomes highly attractive to research-oriented hiring departments. Furthermore, each published Tier 1 publication is associated with an increase in salary of \$7,947.28 (Close, Moulard and Monroe 2013). Therefore, students should strive to publish in the top journals in the field. This is simultaneously the safest and the hardest route to job market success.

An interesting tradeoff when publishing in the top tiers of marketing academia is whether one should try to publish now, as a candidate, or later, as faculty. A top tier marketing publication is associated, as stated above, with a significant salary increase. However, surprisingly, these publications may not influence the number of interviews obtained — instead, articles *past first review* in these journals do (Close, Moulard and Monroe 2013).

The effect of prestige — that is, whether a candidate has graduated from a top-ranked program [4] — is powerful and affects market outcomes in a number of ways. First, after controlling for other factors, prestige alone is quite conducive to a position at a research-oriented hiring department. In addition, these hiring departments can perceive publications by top-ranked students as more valuable. Therefore, it is especially important for students outside the top-ranked group to diligently strive to publish in top-tier journals, as competition for research hiring department positions tends to tilt in favor of top-ranked candidates.

As for the role of advisors, it has been generally found that their research productivity is a significant but economically unsubstantial force, compared to the ones above. However, a recent study (Zamudio, Moulard and Close 2014) finds that advisors belong to different social networks or “communities.” When this is the case, job candidates can expect salary increases ranging approximately from \$7,000 to more than \$20,000. For this reason, candidates should understand the composition of their advisors’ social network and leverage it to improve their chances of success in the market.

Despite the above findings, there are still numerous “soft” market unobservables that may contribute to a candidate’s level of success in the market. Factors such as arriving late or missing an interview, dressing inappropriately,

misspelling university names in cover letters or including the name of a different university, technical issues during Skype interviews are likely to negatively impact job market outcomes. Factors such as being interesting, sociable and enthusiastic are likely to positively impact job market outcomes. Thus, job candidates should keep in mind that their vitae alone are not the only determinants of job market success; small details can go a long way.

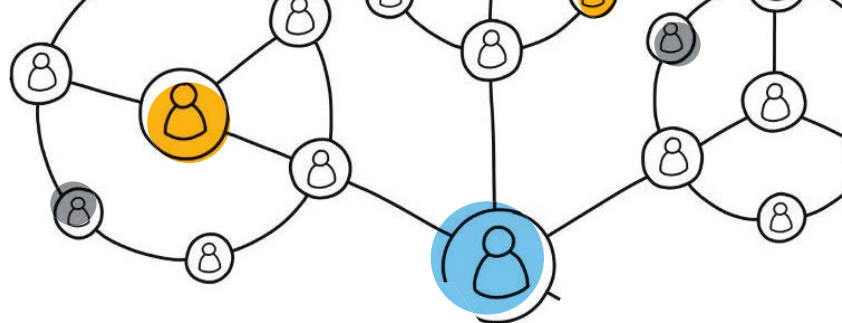
Of course, regardless of the various factors in the job market search, the important thing is that you apply, interview, and ideally accept a position in a hiring department where you are valued as a person and as a colleague, where you find you are truly making a contribution to the student and faculty bodies, and where you believe you will be able to lead a productive and happy life. Best of luck!

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Notes

- [1] For example, consider University A, which offers a 3/0 teaching load that includes a Ph.D. seminar (class size = 10), an MBA course on Marketing Research (class size = 75), and an undergraduate Marketing Principles course (class size = 60), and University B, which offers a 3/3 teaching load that involves a single prep for an undergraduate course where class size is capped at 20. Even though it requires twice the time in the classroom, the 3/3 load at University B is likely less of a time commitment than the 3/0 load at University A. While this is an extreme example, the bottom line is that assessing teaching load is more complex than counting sections.
- [2] As a historical note, prior to 2007, the “Who Went Where” report included Journal of the Academy of Marketing Science (JAMS) and Journal of Retailing (JR) as “A-level” journals. The change in 2007 was made based on comments from prior survey respondents.
- [3] Journal categorization rules vary across sources. The discussion here cites different source material with different categorization rules from the prior section.
- [4] A “top-ranked” program, as defined in Zamudio, Wang and Haruvy (2013), is a program that has been ranked in the first thirty spots of the Financial Times and the UT-Dallas Top 100 Research Rankings throughout the time period of interest.



CVs, Packets, and Positioning

Son K. Lam, University of Georgia
Clay M. Voorhees, Michigan State University

The curriculum vitae (CV) is your billboard to the market, represents your accomplishments during your graduate program, and plays a critical role in opening doors for interviews and future faculty placements. Developing this document, as well as ensuring that the content properly positions you on the market, is critical for success during the academic placement process, which ultimately places you on track for a successful career. This section of the guide focuses first on how students can best position themselves for success on the market and then gets into tactical details on how to develop a CV that efficiently and effectively showcases your talents.

● Positioning

Like any marketing effort, students need to understand their competition and their unique points of differentiation. Each year, 100+ students and an equal number of universities converge at Summer AMA (Academic Placement Career Fair) to partake in the placement process. Just like every school is not the perfect fit for every student, every student does not make sense for every school on the market. In order to make the most of the academic placement process, students must take the time to objectively assess their position in the market and target the appropriate type of school — institutions where they are likely to receive interviews and could succeed following graduation.

Some students take the “mass market approach” and apply to 75+ jobs at a broad range of schools. Typically, one of two things happens when a student takes this route: 1) if their CV is weak, they convert very few applications to interviews, as schools can’t understand their value-add or fit with their position or 2) if their CV is compelling, they receive 25+ interviews and then they poorly manage these interviews because they don’t have time to adequately research or articulate their fit for each school during the AMA interview process. Both paths are inefficient; students almost always have better success taking more time on the front end of the application process, assessing their skills, evaluating potential job openings, and developing a strategic approach to positioning themselves on the market and applying for faculty openings.

Like any marketing effort, positioning begins with some competitive intelligence. Fortunately, AMA’s DocSIG has been documenting the placement process via the “Who Went Where” survey for years and provides a great resource for students looking to understand how they fit into the market. While most students gravitate to this report to gauge starting salaries, scrolling down a few additional pages will get you to the market intelligence that will help you understand where you fit in the market. Specifically, students should baseline their position on the following data in the “Who Went Where” report:

- Dissertation Status
- Number of Years in the Doctoral Program
- Research Area
- Years of Industry Experience
- Publication Record

Students should also objectively assess their ability as an instructor — not just as an undergraduate instructor in the summer, but your potential to lead a graduate-level course shortly after graduation, relative to other students on the job market. In addition to teaching, you should assess the reputation of your degree program and of your dissertation chair. All of these factors will impact your success on the market and factor into how schools evaluate you prior to and following an AMA interview.

As with most students, odds are that you won't be ahead of the curve on all of these data points. For example, you might excel in teaching, be on par with research, and have limited industry experience. Being aware of your strengths and weaknesses is critical to having success on the market. Also, research expectations may vary based on your area of focus. For example, it is not uncommon for a Consumer Behavior candidate to have multiple “A” publications, but this is a rare occurrence in Strategy. Make sure you are assessing your place among the overall market; some schools are simply looking for “best athletes” as well as your respective focal area (e.g., Consumer Behavior, Modeling, or Strategy). This self-awareness helps you reinforce your strengths during interviews and helps you proactively develop a plan of action to address your weaknesses prior to interviewing and to place less emphasis on these in your CV. Without understanding their strengths and weaknesses relative to the market, students develop generic CVs and have routine interviews that are forgettable.

● Packets

Armed with information about your place in the market, the next step is to develop an application packet, which typically includes the following:

Mandatory Materials

- Curriculum Vitae (the centerpiece)
- Letters of Reference

Supplemental Materials

- Working Paper(s)
- Teaching Portfolio

The development of this packet should be focused on highlighting your strengths and proactively addressing some of your potential weaknesses, which can be done in your letters of reference or even in your CV when possible. For example, if you are a younger doctoral student with less experience, your advisors could reference your additional mentoring with MBA teaching and engagement in consulting projects during the doctoral program or firm-sponsored research that you are working on. Alternatively, if you are a seasoned veteran, letters could focus on the fact that you are an “enlightened practitioner” who brings a wealth of industry experience that informs theory-driven research. Ultimately, this packet should be developed well in advance of the typical application window (June) and honed to ensure that it presents the best version of you to the market.

● Curriculum Vitae

The single most important thing to remember in developing your CV is that faculty at hiring institutions typically receive 100+ applications for junior faculty positions, and the first round of screening begins with a skimming of the submitted CVs. As a result, your curriculum vitae needs to be well organized, and critical content has to jump off the page in a predictable way so that faculty can quickly identify your fit with their position. The guidance provided below is intentionally generic and covers the basics that must be included in your baseline CV. However, like with any promotional material, make sure you customize the document to highlight your points of differentiation. This is especially important to keep in mind for your “dream” placements.

Following are tactical tips for developing your CV:

Structure and Organization. You should use a larger type size for major headings to guide readers through your CV. A basic trick is that you should be able to hold your CV at arm's length and understand the flow and major content. This ensures that you pass the "skim test," and if schools are recruiting on explicit criteria, it allows them to locate them quickly on your CV. Some students put too many disorganized details in their CVs. You should balance between information and structure, and you can achieve both by including fewer details that are thoughtfully organized.

First Impressions. The first page says a lot about who you are as a person and a researcher. If the first page looks messy, recruiters may conclude that you are not an organized person, which is not a sign of a good researcher. The first page should highlight:

- Your name and contact information (clearly bolded and highlighted on the first page). It does not hurt to include your cell phone number (and make sure to update your voicemail message to sound professional!).
- Your education.
- Your research interests. The key here is to describe your research interests such that they are neither too broad (to show that you have a focus) nor too narrow (to show that your research areas can be sustained for at least a few years).
- Some good publications.

Highlighting Your Research. Recruiters should be able to quickly identify the journals you are targeting or currently published in. One approach is to use bold type and underline the name of each journal in which you have published, or the journals you are targeting for each of your working papers.

For example: **Journal of Marketing Research**

If you have multiple publications when you're on the market, you should provide a list of the publications in chronological order, starting with the most recent one.

Your research should be listed in the following order: 1) Publications in Refereed Journals, 2) Manuscripts Under Review, and 3) Working Papers and Works in Progress. You should put your name in the order you appear in the actual publications or what your coauthors and you have agreed on. Again, consider using bold type for your name so that interviewers can easily identify you. If a publication has equal authorships, mention that.



The single most important thing to remember in developing your CV is that faculty at hiring institutions typically receive 100+ applications for junior faculty positions, and the first round of screening begins with a skimming of the submitted CVs.



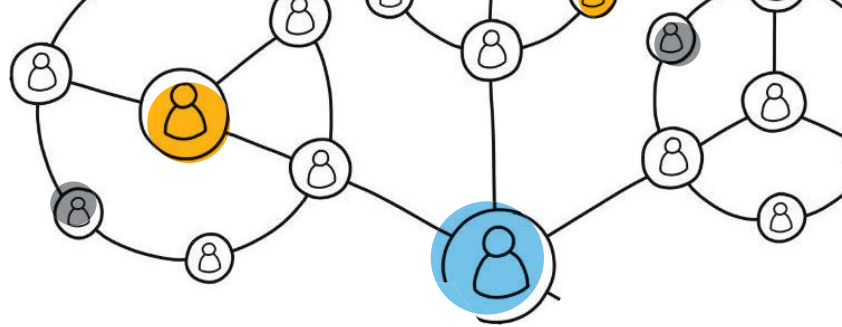
In addition to your core research listing, you should provide a short abstract of your dissertation essay(s). Some candidates present this in the education section while others introduce it following their publications. This likely depends on your portfolio. If you have accepted journal publications, make sure these are highlighted on the first page, but if you are not there yet, it may make sense to highlight your dissertation up front instead.

It is helpful to have some conference presentations. Provide a full list of those presentations, and clearly indicate whether you were the presenter or not.

General Guidance. Some interviewers in the room may not have a hard copy of your CV, so it's always a good idea to have copies with you at each interview. Keep in mind the following pointers:

- No typos.
- No bluffing. Be prepared to talk honestly about any details in your CV to interviewers. If you have won an award, mention it.
- Teaching experience: in this section, describe your teaching interests, how many courses you have taught, and evaluation scores. This is becoming critically important at all types of schools, so if you can customize your interests to meet a job opening's needs, do it.
- If you have industry experience, mention it. Schools may feel more confident with candidates who may teach MBA courses if they have had some working experience.
- Include a list of references at the end. These are generally your dissertation committee members.

Chapter 4



Communicating with Schools and Getting Organized for Summer AMA Interviews

Robin Soster, University of Arkansas
David Hardisty, University of British Columbia

Once you've submitted your applications, schools will look them over to decide who to invite for interviews at Summer AMA (Academic Placement Career Fair). The schools receive a huge number of applications and may not read each one carefully (professors are busy!). For the schools at the top of your list, you may want to ask your advisor (or another mentor) to write a quick email or make a call to any faculty members he or she knows in the department, letting them know that you are very interested, a great candidate, and a good fit for their department. Personal connections and networking do make it easier to get an interview. Furthermore, you should **DEFINITELY** communicate with schools if there has been a significant, positive change to your vita (e.g., a new publication) between the time you send your packet and Summer AMA.

● Logistics

While you are waiting for schools to call you with an interview request (see below), use this time to get organized for Summer AMA. If you haven't booked a hotel room yet, do it right now! There is no downside to reserving your room early — most hotels allow you to cancel reservations (for a full refund) up to 24 hours prior to your check-in date. Book through the AMA website for a discount. You will also need to book your flight, and international students need to make sure passports and visas are up to date.

Next, start preparing *and practicing* your AMA talk (see the next section, "Summer AMA Interview Presentation"). Share your talk with as many different audiences as possible, and ask them to interrupt you constantly with questions so that you are prepared for anything anyone might ask at AMA.

You may also want to go shopping! Most candidates wear a suit, though a few gutsy doctoral students show their personality, wearing trendy/stylish business casual. Whatever you decide, just remember: looking your best makes you feel good about yourself too — which often positively affects your interview performance. Make sure you look good online as well — update your page on your departmental website. Many interviewees purchase or borrow a presentation binder to use in showing a few slides during the interview and then print copies of the slides as a leave-behind. A recent trend has been to conduct what can only be called an integrated marketing communication campaign with schools. Some candidates create a brand or a tagline for themselves and use consistent colors, fonts, and layouts for all communications through the hiring process — from their original packet of materials, personal website, leave-behinds for AMA, and even thank-you notes.

● Scheduling

Although a handful of schools may call early, the scheduling process usually begins during the first or second week of July. Because the interview process is so important, *before* calls start coming in, take stock of any idiosyncratic elements that may influence how you perform in interviews. For example, if you currently reside on the West Coast of North America (i.e., in the Pacific time zone), and Summer AMA is in Boston (i.e., in the Eastern time zone), it may be difficult for you to be at your best in an interview that is scheduled for 8:00 a.m. Eastern (5:00 a.m. Pacific). Also, instead of being able to wait until 7:00 p.m. for dinner, you may find yourself famished by 4:00 p.m.

Many people suggest arriving at Summer AMA a day before the conference starts to get a sense of the hotel design and layout and prepare for any problems. For example, a regular venue for the conference is a two-tower hotel in San Diego. Since interviews are often scheduled at the top of the hour (10:00 a.m., 12:00 p.m., etc.) and at times go over the allotted 45 minutes, horror stories abound about being late for the second of two back-to-back interviews — simply because the interviews were conducted in different towers and candidates were not prepared for this issue.

Are you a night owl or an early bird? If the latter, schedule more interviews in the morning. Do you perform better after a hearty lunch, or do you prefer to work through lunch because you get sleepy after a full meal? If the former, schedule plenty of time for a midday meal, and schedule your interviews for later in the afternoon. Are you a “tortoise” or a “hare”? If the latter, and short bursts of high intensity energize you, create a busy but compact interview schedule; if the former, spread your interviews throughout the four days (schools conduct interviews as early as Friday and as late as Monday).

While there is a wide range of advice available regarding the *number* of interviews you should accept in one day, you will find that candidates have a variety of total interviews — some conduct narrow searches and have one or two interviews scheduled across the four-day period; others may end up with nine or ten per day. Your number should be based upon what you can physically and emotionally handle and/or what your advisor suggests is appropriate.

● Paper AND Electronic

We recommend using either a planner or a printout for the days you will be attending Summer AMA (e.g., from Outlook). There are several reasons why a hard copy of your schedule is useful for the AMA process. First, smart phones are too smart for their own good at times. Automatic time zone adjustment has led to many a missed interview. Second, a printed schedule allows you to visually block out times in which you DO NOT want to conduct interviews. You may opt to draw Xs through the hours of 12:00–2:00 p.m. each day to give yourself time for lunch (which we highly recommend), a brief nap, or extra practice, as well as one hour in the late afternoon to catch up with your advisor, colleagues, and friends. This visual representation of preserved “me” time comes in handy when you are on the phone setting up an interview time.

Having a hard copy also means that your schedule is imminently portable — you can carry it with you from early July through the AMA conference. This eliminates problems that may arise with keeping your schedule on your phone (e.g., “Okay, hold on a second... let me check my calendar. It’s on my phone. Okay, errrr... yes! Yes, that time works. Are you still there?”), and it provides you with a place to jot down answers to the questions you ask the interview scheduler (see below). Not only does a printed calendar alleviate most headaches associated with AMA scheduling, but it can help in other ways.

Some use it before Summer AMA — providing a copy of it to advisors, significant others, parents, etc., so that “checking in” calls do not occur during interview times. Some use it during the conference — to add AMA booth/hotel room numbers to their interview lists when they receive that information or to write quick notes/memory cues about schools or faculty as they head from one interview to the next. We have even heard of people using it as a post-conference checklist for campus visits or to help others later (e.g., cohort members).

Of course, having a hard copy does NOT obviate the need for creating a back-up copy (or copies). Some people email themselves a meeting reminder for each interview once scheduled; others use the written schedule from the hard copy to update a digital calendar every evening.

● Setting Up Your Interviews

While some schools may schedule interviews via email or online scheduling programs, most set them up over the phone. Before the phone starts ringing, decide how you are going to handle incoming calls. Will you answer them immediately? Will you run to your computer and check the area code first? Will you let the call go to voice mail? This is your decision. Our recommendation, if you are unsure of how to answer the phone (or until you feel comfortable doing so), is to let the school leave a voice mail (almost all of them will), but call them back relatively quickly to show your interest. Of course, make sure that your outgoing message is professional, personable, and pithy. If you choose to answer the calls, have your schedule ready *before* you do so!

We must note that the timing of these phone calls is one of the great mysteries of the AMA process. Sometimes you may receive seven phone calls in one day; sometimes you may go seven days without receiving one call. You may find out that someone else on the market has received a call from “Dream University,” and be frustrated that you did not. First of all, do not let this drive you crazy. Some schools call all interviewees on the same day; others do not. Some schools call early. Some schools call late. Interviews can be set as late as the weekend before Summer AMA — or even at the conference itself!

One of our favorite illustrations of this is from a very well-regarded candidate who became increasingly anxious throughout the month of July. This individual kept hearing from friends who had scheduled numerous interviews and was nervous that his own numbers were woefully low. As Summer AMA drew closer, calls starting coming in. By the time of the conference, the candidate had scheduled a total of 34 interviews! (Which may be TOO MANY, by the way!)

If your schedule becomes filled to the point that you have to cut into your “me” time to add interviews, speak with your advisor, who may suggest declining additional interview requests. However, if there are one or two schools in which



Go into an interview armed with information about the faculty member with whom your interests are most aligned, as well as how your research may be intriguing to various centers sponsored by the college.



you are the most interested, and you have not heard from them by, say, late July, it is perfectly acceptable to ask your advisor if they feel comfortable checking in with the schools. Occasionally, applications are accidentally overlooked or lost.

Regardless of whether you speak with schools when they call or after you have listened to their message, be aware that this conversation is your opportunity to make a positive first impression and show your interest in the school! Some tips for how to handle the interview-scheduling phone call:

- Make sure you sound positive and excited about speaking with the school.
- Be polite to the caller — whether they are a senior faculty member, the head of the search committee, or an administrative assistant. Once they speak to you, the “game” is officially on. Any interaction you have with the school is added to its assessment of you as a candidate.
- Feel free to ask questions about the AMA interview, such as:
 - » “Which faculty members are expected to be in the room?”
 - » “What are the expectations in terms of research presentation (e.g., duration, the use of visuals, etc.)?”

Candidates often attempt to schedule their top schools during their personal “prime” hours (e.g., an early bird may try to save their first two available slots on Sunday morning to speak with their favorite hiring school), and rarely as their very first or second Summer AMA interview. Note that offering the Friday 8:00 a.m. timeslot to a school requires a bit of tact and diplomacy to avoid the impression that you are using them as a “warm-up interview” (i.e., that you are not interested). Being the first or last interviewee of the day probably improves the odds that the school will remember you vis-à-vis the other candidates. However, there are many other people who covet those positions, so these prime slots may or may not be available by the time you schedule your interview.

The one time we suggest avoiding is late afternoon. Not only do most people tend get that post-lunch lull (imagine that!), but, while you have been running around from room to room presenting your work, the interviewers have been sitting in the same hotel room, hearing presentation after presentation from 8:00 a.m. to as late as 8:00 p.m. In general, and particularly in late afternoon talks, the best advice for Summer AMA is to BE INTERESTING!

Information is Key

Once you have scheduled your interviews, begin accumulating as much information about the university, college, department, etc. as you can. Go into an interview armed with information about the faculty member with whom your interests are most aligned, as well as how your research may be intriguing to various centers sponsored by the college.

Many suggest creating note cards for each school with information such as the research done by each faculty member, the number of undergraduate and graduate business students, courses offered, and unique characteristics about the university, college, department, or city. These note cards (much like the hard copy of your schedule) are portable, which means you can easily review them to refresh your memory just before knocking on the door to begin your interview.

Think about how you will respond to particular questions the interviewers may ask, such as:

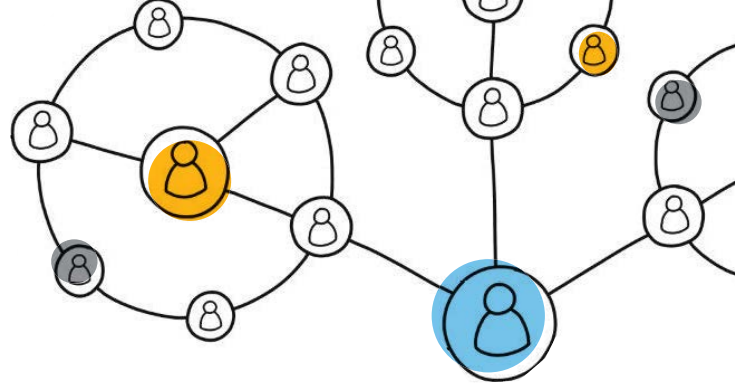
- “Why us?”
- “What interested you in our department?”

- “How many other interviews do you have?” (We recommend a very ambiguous response to this, such as, “I have a good number/a variety of schools; they are all schools I like...”)
- “What are your teaching interests?”
- “Who do you see yourself working with here?”

And think about questions you may want to ask them, such as:

- “Do you have a formalized subject pool?”
- “Would I be working with doctoral students my first year?”
- “What are your teaching needs?”
- “Do you have access to data through the retail center?”
- “I heard [xyz positive thing] about your department/school/city. Could you tell me more about that?”

Be cautious asking questions that may make interviewers feel as though their school is not such a great option — for example, “How collegial is your department?” These types of questions may require interviewers to reveal negative information (e.g., “Not at all collegial”) or feel defensive. You may just have to rely on your own intuition to determine whether you would get along with each group.



Academic Placement Interview Presentation

Andrea Dixon, Baylor University

Meeting at a local coffee shop, you excitedly share that you've successfully navigated your proposal defense. Congratulations! You have identified the types of schools and positions that best fit you and your family. Your CV is up-to-date and you have a clear idea of how you want the market to perceive you. Well done!

Someone gave you great advice about being organized for Summer AMA (Academic Placement Career Fair). You've bought the right suit(s), your committee has introduced you to the schools of interest, and you are eagerly awaiting the appointment calls.

Now it's time to put your interview materials together... where do you start? Candidates frequently experience different types of interviews, so let's visit some of the most common types for which you might prepare.

● Research-Focused Presentations

Some schools will ask you to discuss your research and give you a time frame for the presentation. First, you need to identify the best story in your portfolio. Perhaps it is your second essay from your dissertation. Maybe it is a paper that was already published. In any case, they want to understand *what you have already accomplished*. In addition, they will want to know *what your future research plans are*. That's a way for gauging your pipeline.

The next step is to prepare visual materials that provide an overview of your accomplished research and a preview of research to come. You will need several versions of these materials to fit various time frames:

- Prepare a **45-minute presentation** first and then you can trim from this for the others. In the 45-minute version, plan on spending about 35 minutes on a key study (i.e., research that you accomplished already) and the remaining 10 minutes on your pipeline (i.e., "other" or future projects). You may not have many interviews where someone asks you to spend 45 minutes on your research, but your campus visits will require this longer format.
- Next, develop a **30-minute presentation** where you spend approximately 22 minutes on a current study and 8 minutes discussing your pipeline. Few schools will have you talk for the full 30 minutes, but once you develop this version, you will be prepared.
- Narrowing your talk further, be prepared for a **15-minute format** where you highlight your current work in 11 minutes and explain the promise of your future work in 4 minutes.

In addition to the presentations described above, you will also be well prepared if you develop short modules (1-3 slides) for each study listed on your CV. These modules are then in your back pocket should someone pose a question about one of these other research studies.

● Teaching-Focused Presentations

Some schools (balanced and teaching-focused) will also have an interest in seeing a presentation that is teaching-focused. Research-focused schools are likely to be interested in how you teach; however, such schools may use the research presentation as a proxy for teaching capability.

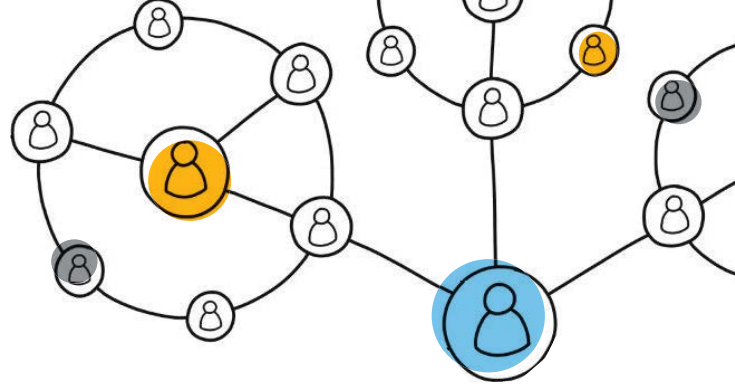
When a school asks for a teaching presentation, consider including these key elements:

- 1) **Statement of the topic of instruction.** This statement should include a brief description of where this topic fits in a specific course as well as where it fits in the context of a marketing curriculum.
- 2) **Description of the learning objectives.** Your audience will be looking to understand the learning objectives associated with the particular teaching module. Identify the objectives using distinct language that can be easily repeated and linked throughout the presentation, making it easier for the audience to see how the objectives are being accomplished during the module.
- 3) **Didactic materials.** Make the research-based content direct and clear, noting how your teaching materials connect to the most current content in the literature. Where your teaching module overlaps with faculty research interests at the specific institution, don't miss the opportunity to tie the content directly to that research.
- 4) **Experiential opportunity.** As you know, today's learner expects and responds to an interactive learning environment. Don't just tell your faculty audience about the experiential exchange. Involve them. Have them engage as if they are your students. Don't worry; they will play along.
- 5) **Wrap-up.** As you would in the classroom, remind your "class" what your learning objectives were for the day. Thank them for engaging fully in the exchange. Make sure that you officially close the segment, using a definitive phrase and gesture (e.g., "thank you" and closing a folder or some other visual cue).

Chapter 6

Academic Placement Interviews and Follow-up

David Norton, University of Connecticut
Ali Besharat, University of Denver



The majority of academic placements begin with face-to-face contact with institutions at the Academic Placement Career Fair, which takes place at the Summer Educators' Conference. The job market is a subjective process of pairwise matching, and job candidates must manage the interview process well to maximize their success. Consequently, the AMA interview and the subsequent follow-up contact with schools are vitally important. This is the first time that you, as a two-dimensional candidate on paper, come alive and get to demonstrate your strengths. Similarly, from your perspective, this is often the first time you meet your potential new colleagues.

Below is a list of helpful tips for the pre-interview once you are at the conference:

- 1. Know the interviewing schools really well.** Although you have researched the schools prior to the conference, it is important to refresh your memory by studying the interviewing schools once again.
- 2. Stay at the conference hotel.** Make sure you stay in the main hotel of the conference so you can easily get to interview rooms and back to your room.
- 3. Arrive at the conference a day early.** Learn the layout of the hotel and the locations of the rooms your interviews are in the day before the conference begins. If you do not know the room numbers, call the interviewers from the lobby and leave a message to confirm. Also, make sure you have access to your email/phone regularly for the updates.
- 4. Attend the receptions.** Go to the receptions and the conference events to socialize with your interviewers. Be yourself, relax, and try to meet people. Make sure you have extra copies of your vita and other relevant documents (e.g., research overview, teaching evaluations) with you, as you may pick up a few interviews at the conference.
- 5. Avoid the stress.** Do everything in your power to relax on the day of interviews. For instance, you may want to order room service for lunch to avoid the rush or arrange to have a friend meet you with a bottle of water outside your next interview.

● Below is a list of helpful tips for the interview at the conference:

- 1. Wear appropriate attire.** For gentlemen, this typically means a full suit with matching shoes. For ladies, you may opt for a business suit or a dress. Keep in mind that while your interviewing faculty may seem more relaxed in attire, they are also representing other constituents (e.g., other faculty, dean of the business school) who may be less accepting of “interesting” dress, so it is best to stay conservative.
- 2. Show up on time.** Interviews typically last about 45-50 minutes, giving you time to find the next interview room. If you arrive 15 minutes before your scheduled interview, the school is likely still talking to the candidate before you. Wait until the hour to knock on the door as a courtesy to candidates already in the room. Further, if you have an interview scheduled, show up! Skipping interviews is impolite, wastes interviewers’ time, and reflects poorly on you, your advisors, and your school.
- 3. “Feel” the room.** This is by far the most difficult part of the interview process. Before your interview, you should have confirmed a) who will be present in the interview and b) their expectations regarding your presentation. Interviewers vary widely in what they want to hear. Some want a full 20-minute presentation of your research, while some wish to spend the majority of the time talking about you as an individual. Interviewers are often trying to assess if your personality is going to fit with their department’s culture. So the best option is to relax, be yourself, and let the interviewers lead the conversation. If they want to discuss the weather, themselves, your research, or their concerns about you, then let them.
- 4. Stick with traditional visual aids.** Avoid using an iPad or tablet to present your research. If the technology fails, you lose a major part of your presentation. Further, make sure your presentation is easy to read from at least 10 feet away.
- 5. Be knowledgeable/ask questions about the school.** If you have no questions about the school, it conveys a lack of caring. Be prepared with questions that demonstrate that you have done your homework on the school. However, avoid sensitive questions — e.g., about salary and teaching loads — which can be asked at a campus visit. Ask questions that give the school a chance to show off, and avoid questions with answers that may reflect poorly on the institution. For example, if a school does not have a behavioral lab and you ask about one, they may assume that you will be less interested because of their lack of facilities. It is better to ask, “How have your faculty collected data in the past?” Finally, avoid asking questions about departmental politics.
- 6. Take notes.** During the interviews, write down the names of everyone in the room and what they mentioned (teaching load, graduate programs, tenure process, etc.). Also, interviewers often will have helpful suggestions about your research, and your notes will help you remember specific items to thank them for in your follow-up.

● Below is a list of helpful tips for the follow-up correspondence after the conference:

1. E-mail is adequate. Schools are not expecting handwritten notes to every faculty member in all 20 of your interviews. A quick emailed note expressing your gratitude for their time and consideration of your application is sufficient.

2. Be prompt. Take a day or two to make careful considerations of each school. However, try to avoid waiting more than a week to send your follow-up correspondence. This way, your interactions are fresh in your memory. Also, waiting longer than a week may signal a lack of interest to schools.

3. Be personal. Your follow-up should be as tailored to each school as possible. Indicate your genuine interest and state why you think you are a good fit for their department. This demonstrates that you are not simply sending the same standardized message to every school. Try to find specific things from each interview to mention (e.g., an idea/suggestion about your research or a particular conversation about the city). This also helps your interviewers remember who you are. They likely are trying to remember 20-30 different candidates.

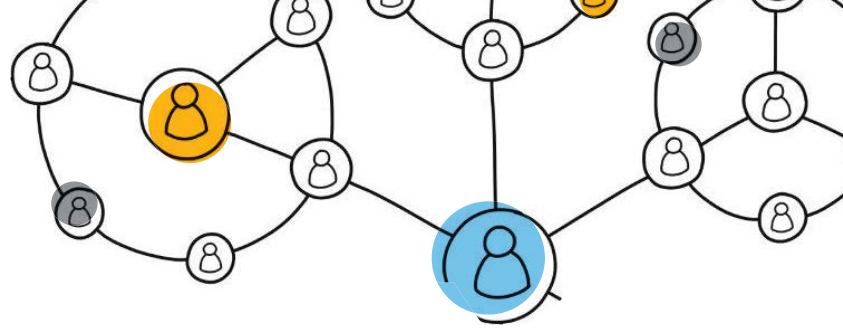
4. Be sincere. Ultimately, both schools and candidates want to find the right fit. If you are really interested in a school, then let them know in your follow-up. Similarly, you can tactfully indicate your lack of interest in schools in which you did not see a good match.

5. Stay connected. You want to show your continued interest in certain schools, so ask questions you forgot during the interview and keep them posted with any updates in your CV.



The AMA interview [is] vitally important. This is the first time that you, as a two-dimensional candidate on paper, come alive and get to demonstrate your strengths.





Campus Interviews and Job Talks

Conor Henderson, University of Oregon
Joshua Beck, University of Cincinnati

Campus interviews are incredibly exciting. As you start coordinating visits, you'll begin replacing previous hypothetical notions of employment with very real possibilities of working in another part of the world, for a specific university, with real colleagues who view you as an equal rather than a naïve, unpolished pile of potential. Some campus interviews include real-estate tours, where you will see neighborhoods full of houses that resemble your advisor's house, not your current, dinky apartment. You will be wined and dined by faculty you long aspired to resemble. While campus interviews can feel more like a corporate or college-athlete recruiting visit, there is important work to be done. This section aims to provide guidance to help turn an exciting invitation to visit into a positive experience and, hopefully, a job offer.

Below are tips for your “job talk”:

1. Be confident. The school is investing time and money in your visit. They also incurred an opportunity cost by inviting you and not someone else. They see you as an assistant professor with a lot to offer their school and the field. See yourself the same way — you're a colleague, not a research assistant.

2. Be adaptable. You have probably sat through several “job talk” presentations while pursuing your Ph.D.; however, the format during your campus interviews may be very different from the format in your home department. What is “common practice” varies from school to school in terms of the length of time scheduled for the talk, the style of room, the room's technology, and the types of questions asked. Although it is rare, some departments will invite undergraduate students, MBA students, the dean of the business school, or even the president of the university to sit in on your presentation.

Structure the content of your slides to maximize flexibility. A shorter slide deck with fewer details reduces the chance you will run out of time and need to skip slides or pass over important points. The content on each slide should be appropriate and comprehensible for every audience member; be prepared to elaborate verbally on specific details for the appropriate audience. For example, if the audience is primarily comprised of behavioral researchers and your research provides several quantitative contributions, simply describe the benefits of your approach versus the old approach rather than providing an in-depth technical explanation. Have slides at the back of the slide deck showing the exact manipulation, measures, model specification, results tables, graphs, etc.

Tailor the talk for the school you are interviewing with, not the school you came from. The more research-oriented the faculty, the more detail you should provide in explaining your methodological choices. Carry a printed copy of the manuscript, tables, figures, models, etc., in case a faculty member wants to discuss

specifics with you in a one-on-one meeting. Offer to email your presentation slides and a copy of the manuscript ahead of your visit. You will want to be able to access your presentation online and have a copy saved on a USB stick. Bring a presentation clicker, but only use it if the school does not provide one for you. It is easy to forget items, personal bags, clickers, etc. as you transition from your talk to the next meeting.

3. Be respectful of constructive feedback. Prepare to receive constructive feedback. You will present your research to busy faculty and Ph.D. students. They will want to offer suggestions whether or not they have carefully read the manuscript you sent ahead of your visit. Most faculty want you to enjoy sharing your research, but some enjoy tossing out tough questions to see how comfortably you respond. Appreciate their fresh perspective. Politely offer the rationale behind your choices. Follow up by email after the visit to thank them for their suggestion. Share how it benefited your thinking about the topic and/or approach.

4. Provide value. Try to identify two or three things from your talk that the audience can directly apply to their work. Did you discover a particularly useful manipulation or modeling approach? Briefly share with the audience the problem and a brief overview of the solution. Offer to email the details to anyone who is interested. Are your research findings relevant to MBA or undergraduate students? Create a slide that could be used in the classroom, with an overview and takeaways appropriate for students. Offer to email it to anyone who is interested. Everyone should leave your presentation with something to show for their time.

● Below are tips for “one-on-ones”:

1. Know your questions. You will want to learn about the city, the university, the business school, the teaching, the research, the students, the research/teaching/travel/technology/summer support, tenure requirements, salary, benefits, etc. Discuss research, teaching, changes taking place at the school, location and living, and general “soft” topics with any member of the faculty, but save most of the contract-type questions for the head of the department or the dean. Typically, the department head will provide all the contract-related details near the end of the recruiting process. Some of the exact numbers and features of a potential offer will be provided only after an offer is extended.

2. Know the people. One-on-one meetings are scheduled meetings with an individual or small group of faculty members, Ph.D. students, and deans or administrators. About a week before your visit, email the person who invited you to visit or the administrative assistant who helped arrange your travel to ask for your schedule. Usually, they will provide a schedule that details who you will meet with, when you will meet with them, and where you will meet. Create a brief profile page of background information on the people you will meet. Knowing about the faculty you meet will help you better anticipate the type of conversation they desire. If a given faculty member is a very active researcher in a related field, you can anticipate having a very detailed conversation about research. If they are an award-winning teacher, you can ask them about the students and how to be a successful teacher at that school. If they have been at the school for a long time, they will have great insight on living in the community and important changes taking place at the school. Before you visit, you can create drafts of thank you emails to send out to each person. After a day of meetings, write brief notes about the conversation and later turn them into thank you emails conveying a sincere appreciation for their time and insight.

3. Know your schedule. Print out your schedule and keep it in a folder with you. The faculty will take you from meeting to meeting, but there is a good chance they will not know your schedule.

4. Interact with Ph.D. students, administrative assistants and faculty family. Take advantage of opportunities to interact with Ph.D. students and other community members outside of the department faculty. They can be forthcoming with honest opinions about the school and resources for living in the area. After you leave, they will provide feedback to the faculty about your level of engagement and interest in the school. Because they do not vote on extending you an offer, they get insight into how you might act when you are not playing the “interviewing game.” Also, if you end up joining the faculty at that school the next year, it will be very nice to have already met friendly members of the community.

5. Demonstrate your interest. It is very common for a recruiting committee member or department head to feel out your level of interest in joining their school. At this point, you know this is a job you’d love (note: if it’s not, don’t do the fly-out). It can be difficult to express the appropriate level of enthusiasm for a potential offer for reasons ranging from travel fatigue to sickness to a desire to temper your own expectations. Simply communicate that you would love an offer and mention a few of the reasons why the school is very appealing. You can demonstrate interest by asking specific questions that show you have knowledge of the school and envision yourself working alongside the faculty. They may also ask about your interest in teaching particular classes or working with particular faculty. Hopefully, what you are looking for in these areas matches what the school is looking for. Rather than seem overeager, if you feel you did not express adequate interest, ask your advisor to follow up with the chair to restate how enthusiastic you are about the opportunity.

● Below are tips for managing the stress of the processes:

1. Set simple goals. Set three simple goals that are within your control. First, aim to demonstrate that you are a sincere professional. Second, initiate relationships with other people who share a similar professional interest with you. You will learn about the work and careers of faculty and Ph.D. students who also dedicated their professional life to marketing education and research. They will learn about you. You will remember meeting them when you see their names attached to papers you read and conferences you attend. Third, remain in their consideration set. Most faculty would be happy to have several of their candidates join their school, but constraints force a selection when they only have a line for one position. Leave a good impression, and if they don’t hire you now, they might in the future. Only concern yourself with what you can control.

2. Keep healthy. Limit alcohol consumption during recruiting dinners and try to exercise at your hotel, especially if it is a part of your daily routine. Do everything possible to keep clear headed and remain charming.



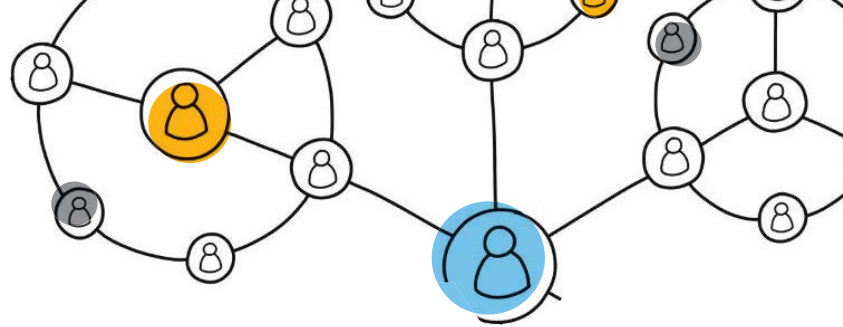
The school is investing time and money in your visit. They see you as an assistant professor with a lot to offer their school and the field. See yourself the same way — you’re a colleague, not a research assistant.



3. Simplify travel. Avoid travel fatigue so you can be at your best. Fatigue and sickness can lead you to give poor presentations, accidentally misspeak, or simply come across as less enthusiastic for the school than you would have been if you were well rested. Time zone changes mean that you may have breakfast before you usually wake up or dinner around your normal lunchtime. Strenuous travel and poor sleep increase the chances of getting sick. Missed flights, delayed flights, and lost bags only add to the headaches. Try to limit visits to no more than one per week. Try to book direct flights or flights with few and easy connections. If you don't have a smartphone, it would be wise to purchase one, even on a Ph.D. student stipend, to help with boarding passes, flights, hotels, taxis, directions, schedules, and emails. Purchase a nice carry-on travel bag if it helps you avoid having to check a bag that might get lost. Ask the school to book the ticket so that you do not have to deal with the headache of managing refunds if you have to change or cancel a trip. Avoid visits packed into 24 hours. Short visits provide a small margin of error for potential travel travesties, give you less of an opportunity to adjust to the time zone, and give you less time to get a feel for the location and environment of the school. International locations present exciting opportunities for your life and career, but be wary of packing an international trip between other domestic trips. They require passports and can disturb sleep cycles.

4. Rally personal support. Your friends and family will be interested in your interviews. Your travel may be difficult for them if it disrupts their normal routines. Rally their support from the start and get additional resources (e.g., childcare) in place to limit the stress burden on your family and friends. Making time for friends and family can be a challenge with a busy schedule, but you will need their support to be at your best and to make the best decisions.

Be your best self. Good luck!



Job Considerations, Negotiating Offers, and Making a Decision

Ginger Killian, University of Central Missouri
Kristy McManus, University of Wisconsin-La Crosse

The job considerations and negotiation portion of the job search is one of the most important steps in the job search process. It is likely that you will be in your first position for a number of years, and the benefits negotiated with this position can pay dividends in future years. During campus visits, you are likely to learn about different job-related perks and expectations; each school likely has unique offerings that are appealing for different reasons — location, teaching load, salary, benefits, etc. Your first school also sets the tone for your career in that it is extremely difficult to transfer to a higher-rated research school after your initial placement. Thus, considerable effort should be invested in job considerations and negotiations. The following are step-by-step guidelines to help you find the right fit with the best offer.

● Step 1: Know Your End Goal

If you haven't as of yet, you need to ask yourself what your end goal is. Knowing what you are ultimately seeking will help you to stay true to yourself through the job search and negotiation process. While it is a given that some level of research, teaching, and service will be required at every institution, the emphasis on each piece of this triad will differ from institution to institution. Research universities place greater weight on research productivity (both quantity and quality), while teaching institutions place a greater emphasis on teaching evaluations and perhaps the service component when it comes to tenure-related decisions. If you are more comfortable with one as compared to the other, you will want to take this into account in your job considerations. You didn't work through years of your doctoral program simply to forge into an unsatisfying, stressful career. In this step, think in terms of "What's best for me?" Once you know this, you can clearly express what you are searching for, and the job decision becomes easier.

● Step 2: Get the Facts

Once you have a job offer in hand, the power dynamic shifts in your favor. To quote Sally Fields, "You like me! You really, really like me!" This is the time to solidify any loose ends that may exist from the interview process. Are there any points from your interview or campus visit that you would like to get more information about? Do you thoroughly understand the tenure requirements? What about service expectations? What can you expect of average day-to-day life as a faculty member at this institution? You have spent years working toward this point, and now is not the time to make a hasty decision. It is important that you not accept an offer on the spot; taking a few days to consider the offer is expected and demonstrates that you are devoting adequate time to considering the merits of the position and your fit with the university's culture. Make sure that you know exactly what is

expected of you by collecting all of the facts. However, do your best to present any questions you may have in a single email or phone call. You may come across as scattered if you send multiple emails with different follow-up questions.

● Step 3: Negotiate Toward Your End Goal

Once you have all of the facts, it is time to determine what you consider to be the most important aspects to negotiate from your initial offer. During the few days following the offer, you should speak with a trusted confidant who has navigated the process in the past (e.g., your advisor or a recent graduate). The confidant may have additional information about the school or faculty that could influence your choice. This person can also help you to keep the offer in perspective and make sure you are remaining focused on your end goal.

When you're ready to negotiate, it is important that you remain professional throughout the process. Unlike positions in the private sector, the individual on the other end of the negotiation table will be your colleague, even if you do not accept the position. Just as you may not stay at your first institution until retirement, the person you're negotiating with may move as well. In fact, they may land at a school where you'd love to be. Always remember that the person on the other end of the line is a colleague for life!

Keep in mind that the compensation package includes more than simply salary and benefits, and a career in academia allows for additional considerations. Many schools are limited in the salary they may offer, though other benefits may be negotiable. It's also important to recognize that departments have constraints, and you aren't likely to get everything you ask for in your negotiations. Some points that may be negotiable, depending upon the school's constraints, may include:

Common Job-Related Benefits

- Starting salary (bonuses, time off for consulting, contributions to retirement account, etc.)
- Benefits (401K, health insurance costs, life insurance, long-term disability, etc.)
- Starting date (January 1, September 1, or other)
- Teaching load, teaching courses, and evaluation expectations
- Service expectations (committee duties)
- Tenure status
- Travel budget (including travel for projects and for continuing education)
- Nine- or twelve-month appointment (or a variation)
- Research requirements and equipment
- Research support (amount, fungibility [degree to which money can be used for different purposes], source of start-up funds, and time available to use the funds)
- Summer funds (number of years and source of funds; teaching versus research)
- Course releases (number and any time constraints)
- Sabbaticals (when and how long)
- Staff support (direct and indirect)
- Office furniture and computer equipment (on campus and/or at home)
- Miscellaneous campus considerations (parking fees, etc.)

Family-Related Benefits

- Family benefits (healthcare, dental, insurance, parental leave, spousal benefits, time off, etc.)
- Child care resources
- Tuition benefits for children
- Spousal job opportunities

Moving Expenses

- Reimbursement for moving expenses
- Immigration and naturalization contingency (including fees and legal assistance in obtaining an H1-B visa and throughout the process of immigration)
- Living expenses (university housing, housing allowance, housing bonus)
- Contributions to housing relocation expenses (selling/buying costs, realtors' fees)

Using the lists above, as well as other factors that may be personally relevant, create a list of every component that you would like to see in your compensation package, and rank the components in order of importance. If you request everything above, you're unlikely to be successful. However, asking for a few considerations may allow the university flexibility to meet you on some requests where they may be unable to on others.

Keep in mind that schools may not be able to offer a higher salary due to budget or personnel constraints. Salary is typically one of the harder factors to negotiate, but it is important that you ask and get the highest amount possible since this figure will serve as your starting base for many years to come. If a school has little flexibility on the salary but is eager to have you join the faculty, they may be able to meet other requests such as moving expenses or a research startup fund to make the initial offer more attractive.

● Step 4: Compare Great Offers

If you are fortunate enough to receive multiple offers, your next step will be to compare these offers to determine which best aligns with your personal goals. Along with talking amongst your peers and mentors, you may find it helpful to create a spreadsheet that compares each university and exactly what it has to offer you. In addition to the factors discussed above related to the offer, you might also want to mull over quality of life considerations that will play a role in achievement of your personal goals. These may include factors such as the location of the university. Is this university in a small town or a booming metropolis, and which would you prefer? What is the cost of living in this area? You can easily access cost of living calculators online to see what one offer may equate to in another part of the country. Beyond



Evaluate your interactions with the existing faculty members and decide if you can envision yourself working each day with them as your colleagues. Each school has its own unique culture, and it is important that you can see yourself as a part of it.

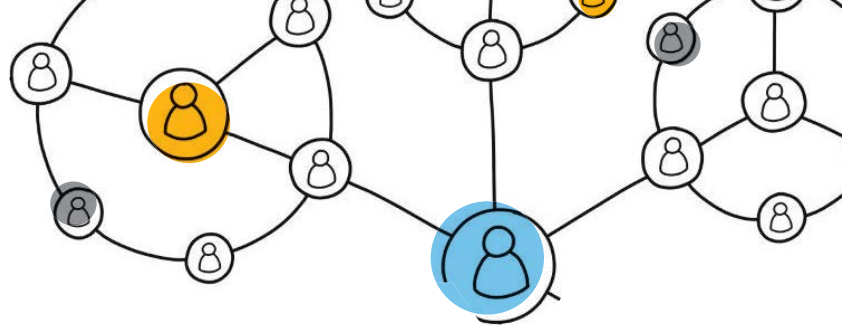


these bigger-picture factors, you should also remember to include details such as state and local taxes, access to airports, and if you have family, the location and quality of the public school system in the area.

Finally, and perhaps most importantly, reflect on where you believe you will feel the most at home and will be the happiest. It is critical that you view this offer as a place where you can see yourself living and working for the foreseeable future. Evaluate your interactions with the existing faculty members and decide if you can envision yourself working each day with them as your colleagues. Each school has its own unique culture, and it is important that you can see yourself as a part of it. Beyond the university culture, you should also consider the culture that goes along with the region and specific location of the university. Will you be able to adapt to drastic regional and cultural variances from what you are currently accustomed to? Would you be able to adapt to vast differences in climate and weather? All of these factors will play a role in your future quality of life, so you should carefully reflect on your goals to ensure that you are making the best decision for a happy future.

Step 5: Commit to Your End Goal

At long last, once you have finalized your decision, it is time to take the plunge. Graciously accept the final offer you have negotiated, and do not look back or ruminate about what might have been. You have worked diligently to come to this decision, and now is the time to celebrate and move forward. Reach out to the faculty members of your new department, and begin to make plans for your move. These are your new colleagues, and they will be more than happy to help you settle into your new job. Congratulations!



Last Year as a Ph.D. Student

Jessica Rixom, Florida International University
Jim Salas, Pepperdine University

Congratulations! You have made it to the final year of your Ph.D. program. You have trusted the process and can see daylight at the end of the long arduous tunnel. Celebrate! All right, enough of that. This is your final year, after all, and you don't want to blow it. The most important piece of advice for the last year as a Ph.D. student is to stay focused!

Campus Visits

Throughout the fall and potentially into the spring, you will be going on campus visit interviews. While it varies by person and university, each campus visit will take approximately three to five days. This includes upfront logistics and prep work to get ready for the visit, travel, the interview, thank you letters, and the attempt to come down from the excitement of the interview itself. In the midst of your campus visits and while fighting jetlag, you will still have your standard research and teaching responsibilities, so it is imperative to stay focused on your responsibilities between interviews and after accepting a job. When you are on your campus interviews, make sure to enjoy them. While the interviews can be quite draining, remember that this is a special time as well. It is a great chance to get to fly across the country to meet and connect with people who will potentially be your colleagues for many years to come. After all your hard work, this is your chance to get out there and shine.

A few tips for getting through the campus visits: A wise advisor once offered that candidates should remember that they are on the interview throughout the entire visit. From the moment that your plane takes off from your home airport until you return safely to pick up your luggage, you are on the interview. You never know who is riding in that seat next to you, and the person sent to pick you up at the airport may be more influential than you think. Make a point to write down your key impressions and details at the end of each day during your campus visits. Take it all in and do not overlook the little things. Is the visit well organized? Does the department keep things running on time? These details can help inform your decisions later when you are considering offers. Campus visits are not only a great way for departments to get to know you, but also for you to form an impression of them. Both parties are there to answer the question, "Is this a good fit?"

While many students may find it tempting to accept every campus visit offer that comes their way, it is acceptable to turn down a request if you truly believe that it would not be a good fit and that you would not accept the position. Turn to your advisor for feedback if you are feeling particularly conflicted as he or she may have additional information that will make the decision easier. It can be helpful to keep in touch with other students who are on the job market, but try to avoid becoming caught up with others' drama or relying too heavily on rumors. It is okay if you do not win some mythical award for having the most campus visits; instead, focus on finding the right job for you.

The interview process can be quite expensive, so set aside some sort of cash reserves or credit. The universities you visit will cover your expenses, but while some will take care of it up front, others will reimburse you at a later point. Some students find that they have to incur hundreds or even a few thousand dollars in travel costs and then wait six to eight weeks for the reimbursement checks to arrive.

● Which Job Is Right for You?

Tough decisions regarding job offers are quite common. Many job offers are “exploding” in that they last for a limited amount of time before expiring and being passed on to the next candidate in line. For some students, these offers may come before they have heard back from or even visited their dream school. While you cannot plan for every situation, know that you are not alone. Others are also going through tough decisions, even though all you may see is the final decision posted on their Facebook page. It is at this point when you may need to rely on your committee or committee chair. They have been through this process and have helped others through it as well. They know you. Lean on them. Keep in mind that in addition to your salary, there are other factors to consider such as research and teaching expectations, funding for research and conferences, housing and moving allowances, and number of class preps. These items can be crucial in ensuring you have a smooth transition into your new career.

Throughout the interview process, you may find clarity regarding what you truly want from your career so stay focused on attaining those goals. If you do not land your ideal job, remember that it is not a life sentence; many professors switch universities at some point in their careers. You eventually can too, but you need to stay focused on who you are and what you want out of life, not what everybody else is doing. Others will attempt to put their aspirations on you, but stay focused on yourself. Keep what is a good fit for you and your family at the forefront.

For some students, the job market will progress smoothly and each milestone will come when expected; others will experience a series of bumps and detours. Trust the process. Everyone finds his or her niche, though not always at the time or in the manner that they initially envisioned. When everything aligns perfectly, students may find themselves distracted by the excitement of choosing a place to live and planning the next adventure in their lives. When things do not align perfectly, students may find themselves distracted by the uncertainty. Distractions during the final year are normal, but keep them in check. Rather than letting the distractions get the better of you, try setting aside a limited amount of time each week when you give yourself permission to indulge in your distractions, then put them aside and refocus. The final year of the Ph.D. program flies by, so you need to stay busy and focused on your end goal of completing your dissertation and obtaining your degree, regardless of whether you have your job secured or are still on the hunt.

The emphasis in one's final year is often placed on finding a job and defending the dissertation; but as you will likely see, your other research, assistantships, and teaching-related responsibilities are still present. Be realistic about the time commitments that are required for campus visits and set aside a reasonable amount of time for fulfilling your other responsibilities before taking on more projects. That being said, expectations from faculty tend to be different in your final year, so remind them that this is your final year. If you are a teaching assistant, make it clear that your campus visits are your top priority, which may influence your turnaround time for grading student assignments. By this point in the Ph.D. program, you have likely figured out what works for you and how to keep yourself motivated, so do what it takes to keep yourself moving forward.

● Finish that Dissertation

During the dissertation proposal writing stage, you likely wrote (or were encouraged to write) a plan of what you would complete at different points throughout your final year. Take that out and put it somewhere visible. Revise it as necessary and focus on hitting each of those deadlines. A good dissertation is a finished dissertation, and unfortunately, dissertations still do not write themselves. Many students are surprised to find that even after they clear the big hurdles, they still have an overabundance of small details and formatting requirements that occupy their time. Take a moment to find your university's dissertation guidelines and become familiar with the process and calendar. While universities vary, it may take weeks to get your dissertation through the formatting review process (e.g., margins, spacing, page breaks, numbering) and to receive all of the official signatures and approvals — even after your committee has signed off.

At some point in their final year, students often find themselves hating (or at least no longer loving) their dissertation. After working on the same topic by yourself to become an expert, and spending countless hours writing and talking about it in varying lengths and levels of detail, feeling this way is normal — and it will pass. To feel refreshed, give yourself a small, predetermined break from your dissertation. Work on another project so you remain focused on your goals, and after a few days, pick up your dissertation again. The specifics of when you defend your dissertation will vary based on a number of factors, but there *is* an end in sight, so focus on the end and get it done.

● Graduation

Convocation is important to many students and their families. Others are so burned out by the process that they skip the ceremonies. Remember that you did not complete your Ph.D. alone. Family, friends, professors, and significant others were also invested in your program and with you throughout the process. Convocation is an opportunity for them to celebrate and be a part of the experience. While some students have a small number of family and friends attend, others have a larger celebration, possibly with out-of-state or out-of-country visitors. Depending on their convocation plans and how important it is to them to have successfully defended their dissertation before being hooded, some students work with their advisors to schedule their defense date in advance of convocation, whereas others are more flexible. While it is sometimes done, if you are planning to defend your dissertation with family or friends present, you may want to think twice about doing so. At this point in the program, students are generally comfortable with the atmosphere of workshop-style presentations. However, people who are not used to this setting can be quite unnerved by all of the questions and comments that are directed at you and your work.

● Take a Break in Order to Transition

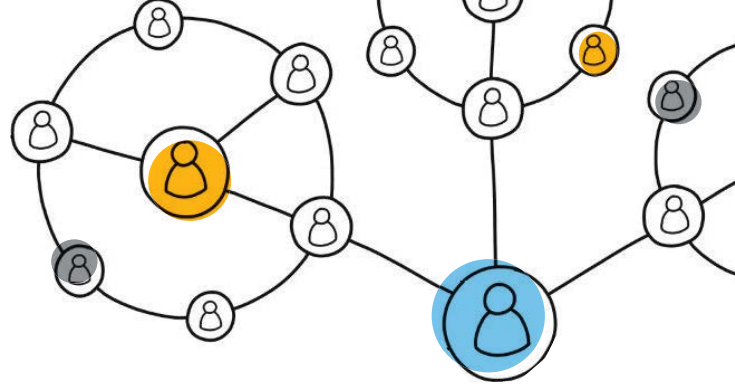
Regardless of when you defend your dissertation, try to leave some time to transition between the Ph.D. program and your new role as an assistant professor. You have just completed an extremely difficult task, so even if you have no money, remember that the paychecks will come soon enough. Take a few weeks off to enjoy your accomplishment. Call up your old friends and family members who may have placed your photo on a milk carton since they haven't seen you in so long. Catch up with them and stay away from pedantic musings; talk about sports or pop culture instead. A few weeks of not worrying if your constructs are formative or reflective will do you good. This way, you will be refreshed to take on the new challenges that will come from being an assistant professor.

Good luck during your last year as a student!

Chapter 10

Moving Preparation, and Transition

Teresa Preston, University of Arkansas
Jeremy Wolter, Auburn University



The transition from doctoral student to new professor is significant in several ways. For one, you are going to make several major decisions in a short time span that will have a large impact on you personally and on your career. Two, there is not much guidance for making these decisions outside of informal networks. Although there is a lot of information to be found on the Internet to deal with moving and other decisions, almost none of it takes into account the unique aspects of being a marketing scholar. Also, the informality of the information system allows bad advice to persist and even flourish. Three, this transition is simultaneously physical and mental. Not only do you physically move, but you also must switch mindsets between being a lowly doctoral candidate to a newly minted professor. You will be expected to contribute to meaningful decisions that impact your department and to bring a certain level of professionalism to your duties of teaching and research.

We have structured this section based on the major decisions and events you will encounter during this somewhat short time span. For each decision and event, we have tried to ground the discussion in terms of how the event and decisions can affect your career and, subsequently, your personal life.

● When to Move

The earlier you can relocate to your new town and settle into your new office, the better. Many departments are flexible and able to prepare your office space well in advance of your official start date. The sooner you are fully oriented into your new community and establish your banking, DMV requirements, places of shopping, gym memberships, church selection, and other personal services, the sooner you can focus on your job. The earlier you move into your office and become oriented to the administrative operations and policies within the college, the more time you'll have to leverage the services and resources of your new university and become productive.

● Professional Movers Versus Do-It-Yourself

AMA DocSIG's "Who Went Where" survey shows that many new assistant professors are granted some amount of relocation expense reimbursement. The amount and the terms vary, and those two factors may drive some of your moving decisions. Generally, there are three broad options to your approach to moving — national full-service moving companies (e.g., Allied, Mayflower, Graebel), smaller volume shipping companies (e.g., Craters & Freighters, U-Pack, Ship Smart), or self-moving via your own vehicle or a rental truck sized to your needs.

Many new hires choose to use professional movers. This is often a good choice, especially if you have relocation expenses covered by your new university. However, you must take several things into consideration:

1. Prices can vary dramatically, so get at least three quotes. Pricing is often calculated with a formula that includes weight and distance. Make sure that each moving representative who presents a quote clearly explains their calculations to you.

2. A company's estimated time for transporting your property can be underestimated and has been known to take a week longer. Thus, you must be prepared to live for a while without the majority of your belongings.

3. Consider the value and the amount of possessions you own in deciding what to move, what to sell or donate prior to your move, and which type of moving service to use. For example, if you are single, own "student-grade" furniture and hand-me-down kitchen items, and currently live in a one-bedroom or studio apartment, it may be more appropriate for you to sell off your "stuff" through a garage sale or make a donation to charity and take the tax deduction. A second option might be to use one of the smaller volume shipping companies. They often can piggyback your items onto a larger shipment and pass on a cost savings to you. However, if you are established with a family and your possessions fill a three-bedroom home, it is likely worth your time and your psychological health to choose a full-service mover that packs your belongings. If you calculate the costs of purchasing your own moving supplies and the time required for you to pack everything, you will most likely find it worthwhile to pay for this service. An additional benefit is that movers are liable for any damage to your goods when they pack.

4. We recommend that you pay the few extra dollars for full coverage insurance on your move. If the goods are worth paying to move, then they also are worth covering for any damage or loss claims.

Buying Versus Renting

Conventional wisdom suggests it takes two years before someone can tell whether a job and location fits with who they are and what they want. As such, there are good reasons to rent a property rather than purchase one:

1. There is a non-zero likelihood that you will not make tenure or even third-year review. If you don't make either, a purchased property can be an unwelcomed distraction at best or a large financial loss at worst.

2. It is very difficult to find and purchase a home in a limited time frame. Your chance of finding a home that has a majority of your desired attributes or a good value for the price paid is much smaller than if you live in the area and have the time to wait for the perfect property at the right price.

3. There are many attributes to a home purchase that are difficult to evaluate from afar, including the social cohesion of the neighborhood, proximity to undesirable neighborhoods, quality of the school district for which the property is zoned, and planned commercial and government development in the area.

4. Owning a home involves significantly more time and resources than renting. When owning a home, considerations include lawn and property maintenance, homeowner's association dues and meetings, major home repairs, and pest control, to name a few. Other issues can also pop up, such as how your property impacts a neighbor's property (e.g., overhanging tree limbs, water run-off). These things can be annoying when you have the time and completely exasperating when you are working under a tenure clock.

5. Some financial planners consider homes a poor financial investment. Consider the risk as well as the opportunity when looking at residential property values, and weigh current and projected supply and demand in both sale and rental markets.

This advice is certainly not meant to convince you to rent rather than buy; it is merely offered as an alternative to the conventional wisdom that you must purchase a home as soon as you arrive in a new location.

● Choosing Where to Live

The place where you choose to live can impact the friendships you make, the environment in which your children are raised, the contacts you develop, and your career. There are good reasons to try to live as close to either your university and college or other professors as financially feasible:

1. If your commute is short (i.e., 15 minutes or less), you will be on time more often for student and faculty meetings and more willing to be on campus. This can do a lot to influence your colleagues' perception of you. Also, research suggests that commute times greater than 40 minutes can have detrimental effects on your health. Though cheaper housing is often found further away from universities and downtown areas, try not to underestimate the benefits of living close (both monetary and non-monetary).

2. If you move to an area where other professors live, it will increase your legitimacy as a new professor both in the eyes of other faculty and students (who seem to find these things out unless you are guarded). Areas where business professors live also tend to have more resources and therefore have access to better schools, healthier eating establishments, and nicer community areas (e.g., parks) — though living in an area with diversity in social and economic status, profession, and worldview can be beneficial as well.

Many factors can trump these two considerations, such as school zones, availability of property, price of property, and proximity to important places (e.g., jogging trails, airports, specialty stores, favorite restaurants and places of worship). Again, due to the time and effort it takes to figure out the optimal place to live, choosing to rent for a short time can be beneficial.

● Preparing for a Semester in Which Little Research Gets Done

The best preparation for productivity in research is to complete as much research, including a work-in-process dissertation, prior to your move and/or the start of the first semester. It is not inevitable that you'll be unproductive, but it is highly likely that you will not accomplish many of your research goals in your first semester.



It is not inevitable that you'll be unproductive, but it is highly likely that you will not accomplish many of your research goals in your first semester... It is important to acknowledge this phenomenon and not be hard on yourself during this transition time.



Besides the substantial time you will have to put into your new position (e.g., new preps for teaching, learning new administrative processes), you will also be acclimating to a new area (e.g., finding healthcare providers, trying out new services, establishing a routine). It is important to acknowledge this phenomenon and not be hard on yourself during this transition time.

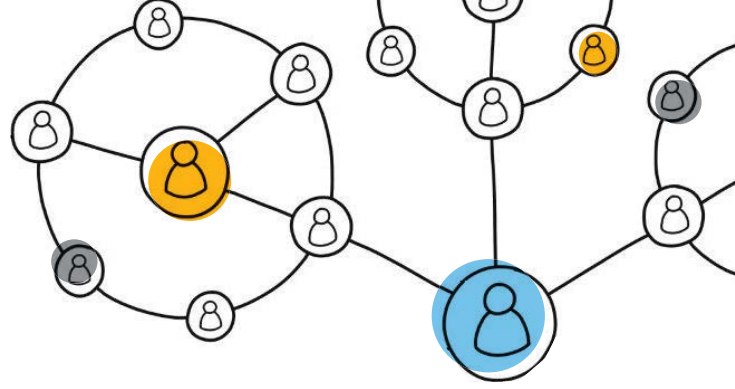
You may want to choose one project to push forward during this time so you can still progress toward your goals. Also, choose carefully as to when you submit to journals so that you don't get a revise and resubmit during an inopportune time. Thus, you may want to hold off submitting a paper until later in the academic year.

Lastly, you may not get as much time for writing during the first semester, but you may still be able to conceptualize ideas (new and old) as allocating time to thinking is easier than allocating time to writing. Plus, teaching new subjects can give you a fresh perspective on standing projects.

Prepping for New Courses

In preparing for your new role, the first recommendation is to negotiate teaching at least one prep that you already have in place. Also, consider negotiating course preps that are offered every semester (e.g., Principles, Consumer Behavior, Capstone Strategy) to increase the likelihood that you can use the same preps for a few semesters. Also, just as with research, the more advanced preparation that you complete before the first semester begins, the better. Also consider that the new academic setting may have a different student population within a different culture; this may require some adjustments in course preps along the way.

Your best strategy is to inquire with your new colleagues beforehand about the levels at which they teach, the breadth and depth they cover, grading standards, workload with projects, papers, etc. You don't necessarily want to change your standard or your expectations of students' performance, but you should know how your expectations may vary from what the student population anticipates. If you "market" your approach to teaching and clearly articulate your expectations in the first week of class, students are more likely to respond positively.



Preparing for Success as a New Assistant Professor

Dr. Mark Houston, Texas A&M University
Dr. Cait Lamberton, University of Pittsburgh

As you transition from doctoral candidate to new assistant professor, there are many demands on your time and emotional bandwidth that can inhibit research productivity. These demands apply immediate, in-your-face pressure and require immediate resolution. Research, on the other hand, tends to have softer extrinsic pressure in the short term. It is easy to focus on the legitimate demands of your new job today, with the intent of returning to research tomorrow. But “tomorrow” brings new pressures and becomes “next week.” Weeks turn to months, months become semesters, and suddenly your first-year review says that you are a great colleague, but you haven’t made progress on your research program.

And there is not much room for error: most universities have some type of continuation review at the third or fourth year that can result in a terminal contract without allowing you to even go up for tenure. The norm for filing your tenure dossier is after the fifth year. With the amount of time that goes into the publication of even a single top-tier journal article, it is clear that three to five years is not much time.

This section begins by identifying four key issues that you will navigate — successfully or not — at the very beginning of your life as an assistant professor. It also provides strategies that may help, along with some candid advice for getting your career off to a productive start. Not every idea works for every person, so you have to find your own way. Be aware of the issues, craft a plan for protecting your research productivity in the face of these issues, and to stick to the plan, adapting when necessary.

Start now! Begin to put into place as a *doctoral student* the habits that you will need after you graduate. As strange as it seems, your tenure clock has already started — make sure every day counts.

● Time-Sink 1: Transitioning Your Life to a New City

Moving to a new city obviously involves finding a place to live and arranging for your belongings to be delivered safely. This is an exciting time, and it is hard not to get caught up in exploring your new city. If you are buying a home (especially for the first time), it is easy to underestimate how much time it takes to complete that process and settle in. But finding your home is only the tip of the iceberg. The list of life transitions is pretty extensive, e.g., arranging utilities, finding a new doctor or dentist, exploring grocery stores (particularly if you have precise food habits) and restaurants, finding a new church, etc. If you have a family, add in all of the explorations and decisions around finding the right daycare options and schools. Moving issues are discussed in detail in Chapter 10 of this guide, but we’ll offer a few brief tips here:

Strategies:

- Make sure you read the relocation policy in your contract carefully. Some schools will reimburse for moving expenses, while others have preferred movers that you'll need to use but don't require an up-front payment. Make sure this is clear before you schedule moving services.
- Some schools will allow you to come out for a house-hunting visit in the spring before you begin. Whether your school is paying for this trip or not, try to handle as many details as you can in one visit. It may be tempting to spend this time having dinner with your new colleagues and playing tourist. While you probably do want to say hello to your new co-workers, being organized during this visit will pay off in the long-term.
- Consider an apartment for the first few years. The start-up is far easier and you have a chance to get to know an area before committing to a particular house.
- Ask your new colleagues for recommendations on service providers and retailers.
- Set hard limits regarding hours or days devoted to these tasks — allow yourself to accept some less-than-optimal solutions in the short-run.

● Time-Sink 2: Transitioning Your Work Life to a New Setting

Did you get irritated at being forced to reset your IT passwords every few months at your doctoral-granting institution? Welcome to a tidal wave of activities involved in (re)gaining access to the work resources you need to be productive. With pride in your new email comes the realization of how many online resources and accounts were linked to your OLD email address. They will all need to be changed. New computer(s) require the installation of all the software upon which you have built your dissertation work. Old files have to be transferred. Does your new school have access to WRDS or other databases you need? Can you still access the subject pool at your Ph.D.-granting institution — or what do you need to do to get in the queue at your new school? Is there Institutional Review Board training and/or certification before any new data collection? How do you gain electronic access to library databases?

You also need to figure out the non-technological logistics of your new life as a faculty member. Where are the mailboxes? How do you have copies made? How do you put course materials on reserve? Where do you get an ID, and how do you sign up for parking? When and where are faculty meetings? While some schools will have well-organized orientations for new faculty, others won't — and being able to answer these questions early on will allow you to navigate your first year more easily.

Strategies:

- Before moving, be a notorious list maker — document every software program (including version) and online tool you use, along with every username and password. Make a list of other key resources that you use as a doctoral student (library, subject pool, etc.) and format it as a “to-do list” for use at your new office. Burn through the list as quickly as you can (you can probably check off most items during new faculty orientation). If (when) you get stuck, do not burn too much bandwidth searching — ask your department head or a faculty mentor to help you find and get what you need. Be neurotic about the transfer of files — use portable hard drives AND cloud storage (e.g., Dropbox).

- Get to know your IT support and administrative staff as soon as you arrive. These folks can be lifelines in your first few years. Treating them with respect and understanding the wealth of information they can provide will be a good investment for you.

● Time-Sink 3: Integrating with Your New Colleagues

Relationships with peers and senior colleagues at your new school are vital on many counts: personal friendships, research productivity (from sounding boards to coauthors), teaching support, career counseling, navigating the political climate of your new school, protection from onerous service obligations, support at P&T time, etc.

But building new relationships takes time, and the time spent at work in casual, relationship-building conversations, lunches, and evening drinks has to come from somewhere — generally out of time that would be devoted to research. Still, you need to be involved in the department group at least somewhat in order to know “what’s going on.”

Strategies:

- You have to (and should want to) be accessible. A meaningful investment of time in relationship-building upfront will pay personal and professional dividends in the long run. However, work to strike a balance. The best advice may be: “When you are at work, then work.” Saying yes to a few social requests makes it clear that when you say no, you are not doing so thoughtlessly.
- If you have a particularly chatty colleague, one strategy is to not let yourself get trapped. For example, drop by *their* office so that you can control the length of the visit. Unless the culture strongly dictates otherwise, use your own door as a management tool.
- Finally, be sure that you build respectful relationships, not only with tenure track colleagues but with clinical faculty — individuals who play incredibly important roles in your department’s life. A non-trivial number of assistant professors make their own lives hard by (even unintentionally) treating non-tenured people as second-class citizens.
- While these strategies focus on your new colleagues, don’t forget that you have colleagues at other schools, too! It’s important to not fall off the map after your job market ends. Now is the time when you need to both stay up-to-date on the newest work being done and keep making connections with people who may be your letter-writers. However, it’s fine to restrict your conference attendance to the major conferences in your area. Try to make the most of these experiences, continue to build relationships, and maintain your visibility as you go.



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● Time-Sink 4: The Pressures of New Course Preps/New Students/New Teaching Demands

Here is the biggie. Classes meet on a regular schedule, meaning that you cannot put off your preparations indefinitely. You also get immediate verbal and non-verbal feedback from your students, positive or negative, every day in class. And it can be incredibly gratifying to see how your work is impacting the ways that students think and providing them with skills that will impact their career success. The immediacy of teaching can absorb every working hour of your first year unless you guard yourself. There is literally always something else you could do to improve a course — new examples, custom software, cleaner PowerPoint, etc. New preps are the most time-consuming, but even adapting a previously taught course to a new audience or aligning it with differing standards of expectations at your new university can be burdensome.

Strategies:

- Recognize that there is a point of diminishing returns to teaching effort and set limits (e.g., limit teaching prep to only certain days). Take pride in doing a good job, but recognize that if you do not make tenure, the short-term benefit from your exceptional devotion to teaching will be offset by the long-term cost to future students after your terminal contract expires.
- Borrow shamelessly — syllabi, PowerPoint slides, exercises, etc. — from colleagues and from friends from your Ph.D. program who are at other universities. No need to completely re-create the wheel.
- Before your first class, visit the classroom you're going to have and check out its layout and technology. Make sure everything works — that you can access a computer (or know if you have to bring your own), know how to turn on the projector, that the sound is operational if you use video, and that you can access the Internet if necessary. While these seem like silly details, the thin-slice judgments that students make about faculty may have long-lasting impacts on their attitudes toward the class. Appearing generally competent is a good start.
- Think about what you're good at in the classroom and, at least at first, play to your strengths. If you're a good lecturer, use lecture. If you're good at teaching cases, teach cases. If you're very comfortable setting up projects with companies, do that. Over time, you'll be able to add more tools to your teaching dossier. But at first, sharpen the tools you already have. It's more efficient, and more than likely, it'll help you get off to a better start than will adopting a completely new method.
- Sometimes things will come up in student interactions that you never expected to encounter. The first important step — for both legal and common sense reasons — is to leave your office door open when talking with students, unless another faculty member is present. And if you find yourself in an uncomfortable situation with a student — you suspect they're cheating, they become argumentative about a grade or class procedure, or an inappropriate conversation is occurring — immediately contact your department chair. They have probably had similar experiences and can help you navigate these choppy waters.
- Finally, the first time that you teach a course, *document and save everything* so that you have a basis for the future times you teach the course. You will probably make significant tweaks the second time around, but after that point, if your teaching evaluations are solid (not spectacular, but solid), *DO NOT change anything* except keeping examples up-to-date. Save major re-preps for after tenure.

● Research Productivity as a New Assistant Professor

The time-sinks presented above have the power to diminish your productivity because they have immediate deadlines. On any given day, how can research, which rarely has a specific “due date,” compete? It requires detailed planning and discipline.

Plan your pipeline. Although getting the final paper(s) from your dissertation published is vital, few scholars emerge from graduate school with enough data in hand and projects underway to earn tenure. And honestly, you should keep your eyes on building a record that will be respected in the eyes of the discipline, not just the minimum of what it takes to earn tenure at your first school.

Think about what your record needs to look like at the three- and five-year marks and work backwards to get a sense of how many projects you need to have at the idea phase, the data collection and/or analysis phase, the manuscript writing/polishing phase, and under review/revision.

Depending on the number of projects you can manage at a time, your pipeline conceptualization may need more or fewer buckets. Some productive scholars keep their pipeline salient by graphically representing it on a whiteboard in their office; others develop Excel spreadsheets, PowerPoint graphics, or other electronic methods. Regardless of media, it is helpful to create a visual representation that you regularly update. Populate your pipeline with your existing projects and you can begin making some strategic productivity decisions.

Two common pitfalls that new assistant professors encounter at this phase are: 1) they can't say no to any project, so up to a dozen projects languish in the idea and data collection phase and nothing is moving through the end of the pipeline, or 2) all projects are in the analysis and under-review phases, but nothing is in the works to maintain productivity after the dissertation-related studies are done.

You might consider launching at least one project with one of your new colleagues. It also can be very helpful to find a senior mentor (regardless of whether any formal assignment is made). They can help you prioritize your pipeline and will often be willing to provide constructive, informal peer reviews of your early manuscripts. You want someone who will always tell you the truth and not just say nice things to make you feel good. A colleague who points out a weakness *before* you submit a paper has proven to be a true friend.

Plan your research time. This tip has two dimensions. The first dimension involves carving out time in your schedule that is exclusively devoted to research. The time-sinks can and will expand to fill all available time if you do not control them, so here is where you have to take control. To manage your teaching prep, either confine it to one non-teaching day (e.g., “I will do ALL of my course prep for the week on Mondays”) or confine it to the teaching days (e.g., “when I finish with class, I will devote the next three hours to completing all prep for the next session/week”).

Where possible, set aside big chunks of time for research (days, afternoons, weekends). But what often distinguishes productive scholars is the ability to carve out and use smaller bits of time. “If I can't devote the entire day, it's just not worth my time to get started writing” is a negative self-fulfilling prophecy. One strategy is to set a goal of spending at least some time every day — even heavy teaching days — to focus on research. Even if the most you can carve out is only 30-60 minutes, you can make meaningful progress on small, detailed tasks that enable you to be even more productive on full research days.

The second dimension is to set *and write down* specific research goals — i.e., specific deliverables that will be completed by a specific time. This will help you wisely use the time you carve out. These goals can be small (e.g., “by the end of the day, I will have written a draft of the first paragraph of my methodology section”; “by the end of the week, I will have met with my RA to get him/her started on finding literature related to X”) or large (e.g., “I will finish coding this data by the end of April”; “I will have a complete draft of the entire manuscript by the end of next week”). The “write down” part is important; in *Influence*, Robert Cialdini reports a wide range of studies across contexts that demonstrate the power of commitment to future performance. Leverage this simple act.

A related tip is to maintain, for each project, a list of next steps that range from small, discrete tasks (e.g., checking references) to large, time-consuming tasks (e.g., running a model). Thus, whenever you enter a planned research period, you can use the time productively, whether it is a full day or simply a 30-minute window carved out at the end of a teaching day. Although you should generally prioritize top-tier projects that are closest to submission/publication, it is better to make some progress on any project rather than to fail to use a window of time that is too small to allow a big task to be completed.

If you are at a school with a Ph.D. program, use this to your advantage. Working with Ph.D. students can be a wonderful experience and can multiply your productivity. It also allows you to pay forward the unselfish investments that faculty members have made in your progress. However, taking on a Ph.D. student is a substantial time and energy commitment. If you don't feel ready, consider delaying this arrangement until you're settled in. If your department really needs faculty to mentor Ph.D. students but you're not sure you're ready, consider co-mentoring with a more senior faculty member. Not only will this give you a look at how established scholars work with junior collaborators, it will also allow you to share the responsibility and be sure that your students have the best experience possible.

Protect your research time religiously. Finally, the best-laid plans are useless if they are not executed. You have to be disciplined to put in the time and effort required for productive research. If the buzz of traffic and conversation at your office is intense on research days, you may find that it is helpful to secure a work carrel at the library or claim a corner booth at Panera (free Wi-Fi!) If you need to work in the office, keep the door closed. Learn to say no to (or at least alter the timing of) service or meeting requests on research days. Ask a senior, research-active colleague for tips on how to artfully say no. If your school has an open-door culture and the expectation of open student access, you may find it helpful to rework your schedule to come in early. Getting to your desk at 6:00 a.m. will provide you with two to three hours of quiet, uninterrupted work time in most department settings.

A list of research goals is a tool that can help you protect your productivity on days when you simply do not feel creative. The demon of mediocrity will whisper in your ear that if you are not feeling creative, you should just take the day off — no sense in beating your head against a rock. But while everyone does need a break occasionally, your productivity will be enhanced if you instead check some simple, relatively mindless tasks off your list (e.g., proofreading a section, typing in some references, doing a lit search). Then, when you are in a creative flow, you do not have to be distracted by these smaller tasks — they are already done.

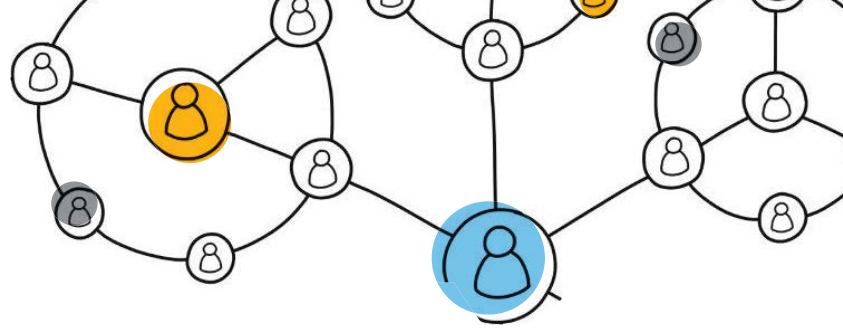
You'll be excited to be at your new school, and you may be tempted to take on a lot of service — for lots of good reasons. And there may be some senior folks tired of doing service who are more than happy to share these opportunities with you. Being an active member of a committee or two is appropriate. However, if you find yourself on a time-consuming or contentious committee, communicate with your department chair or dean. They will probably want to protect your research time as well, and may be able to help you find a more appropriate service commitment.

Then there's service to the field, which often comes in the form of reviewing for journals. Being asked to review is an honor, and it's important to science. It's also a nice, discrete task that feels rewarding. However, note that you don't get tenure for writing long reviews. Be careful of the tendency to spend days on a review, picking out pages of minor issues or developing complex critiques of others' work. Rather, allocate enough time to read a paper thoroughly and note major and minor concerns. When you see others' reviews, look carefully at them to see how they handled certain issues. Also, note how editors handled various points in the paper. You can learn a lot about how to do this well and efficiently from people who have been doing it a long time.

If you have children, protecting your weekend work time is particularly challenging. Earning tenure but losing your family is not a great tradeoff. So flexibility here is key. Even if you are not a morning person, you can discipline yourself for a few years to get up early on a Saturday or Sunday morning if everyone sleeps in. You can get in five hours of progress before anyone else is up. If your children are young, then an 8:30 p.m.-midnight time slot can often be set aside without impacting the family.

Conclusion

No matter how hard you work at protecting your time, life as a faculty member is multifaceted and you will occasionally get interrupted. Don't beat yourself up or become miserable. Elite athletic coaches encourage their athletes to eat right 95% of the time. If they do that and otherwise follow their training plans, an occasional guilty pleasure will not have any lasting harmful effect. That is a good analogy for research productivity. You can't use 100% of your time without making yourself miserable (or wracked with guilt). Do your best, and your early years will set the stage for a productive career.



“Waiting to Exhale”

Dr. Ron Hill, Villanova University

“My recommendation is that you wait until you are too old to care before you attempt to do scholarship that has meaning for you or anyone else. Otherwise, you might never hit the mark that truly matters — publishing one or more articles in a handful of journals that the research elite believe are the center of the academic universe.”

This tongue-in-cheek mentoring from a senior faculty member in your current Ph.D. program or first appointment may seem a bit extreme, but many doctoral students and junior faculty have received the message. The explicit warning is that you need to concentrate on what might be publishable in order to receive tenure and/or promotion so that you have a secure career in the academy. The implicit message is that doing research that is designed to satisfy needs beyond mere acceptance at a select group of journals is foolish, and one can only “act the fool” after “walking the line.”

This advice appears to steer junior faculty onto a path that leads to nirvana, because the ultimate aim of any academic career is tenure, right? However, consider some of possible downside risks associated with such wisdom. First, it assumes that doing research you are passionate about is less likely to be successful. Why is this so? Are journal editors opposed in principle to work that is a means to a fulfilling life rather than a means to narrow ends? Do scholars give less effort to research that has intrinsic value versus simply instrumental value? The answers to the latter two questions are obvious. Editors publish papers that are worthy with little regard for author motivation, and authors work more diligently on research that they find rewarding.

Second, this advice assumes that research on issues that might have larger societal implications will not see the light of day in journals that matter. Once again, is this so? Across the set of top journals in the marketing and consumer behavior fields, topics such as poverty, homelessness, BoP markets, public policy, and a host of others have been included over time. True, these issues have not dominated journal space, but the lack of prominence may be due to limited coverage rather than a concerted effort to limit exposure by editorial gatekeepers. Also, most faculty members are not housed in the top 20 research universities, and their options for publishing research are much broader. Not surprisingly, the second- and third-tier outlets tend to be much more open about content in order to gain market share.

Third, this advice suggests that narrow targets at the center of the marketing field are more likely to be of interest to the best journals and their editors than work that explores the edges of the discipline. A final time — is this so? In many cases, well-worn theories and methods, regardless of how elegant and sophisticated they become over time, tend to advance thinking in such small increments that the level of contribution is suspect. On the other hand, studying the boundaries of collective work may reveal novel perspectives that cross boundaries and change the ways we perceive marketing phenomena. It is also of interest to the larger media, something that many journals and deans now hold in esteem.

● What Can You Do?

The recommendation is clear. An academic career, from start to conclusion, should be built on scholarship that sustains a faculty member because of its intrinsic value, and many scholars who look at issues of greater societal impact have such motivation. In general, this job is characterized by limited guidance and reward structures, which require self-discipline and individual interest in order to be successful. What passes as requirements for tenure, no matter how tenuous or ambiguous, morph into nonexistent or inexplicable expectations that become even less meaningful after final promotion to full professor. Legislatures, fundraising, and markets go up and down, leaving few, if any, opportunities for pay raises. If the primary reasons for pursuing scholarship are tenure, promotions, and equity adjustments, how long would one continue to write? This perspective is consonant with the sad fact that faculty often give up on scholarly ambitions long before retirement.

To arrive at our “new nirvana” takes less effort than one may think. Working and writing about topics of marginal interest but (hopefully) higher probability of acceptance is much harder work than reading and studying phenomena that are intrinsically exciting. For graduate students and junior faculty, the door can be opened simply by reading widely in the larger field and seeing what stimulates hearts/emotions as well as intellectual curiosity. If no one in the institution has an interest in a developing passion, there are potential colleagues around the world who will take the time to help nurture this work. Additionally, conferences like the annual AMA Marketing & Public Policy Conference feature preconference workshops that orient interested and developing scholars and yield opportunities to meet like minds along with senior scholars.

There are also high-quality journals that have great interest in making the world a better place, one journal article at a time. Among them are *Journal of Public Policy & Marketing*, *Journal of Consumer Affairs*, *Journal of Macromarketing*, and *International Journal of Advertising*. The editors of these journals often attend a variety of conferences to showcase their offerings and are likely to discuss possible articles because of their desire to build the next generation of scholars so that important issues continue to get coverage. Some other social science outlets also welcome such research, especially if it shows the field as part of the solution rather than the problem.

● What’s Really Important

The best advice for having a great career that is both rewarding and fulfilling is simple advice: 1) love your family, 2) write papers that matter, 3) enjoy your students, and 4) stay out of office politics. Academic life often yields a flexible lifestyle that allows for the luxury of spending time with family; make the most of it! Do research that will sustain interest for the long run, which is the greatest motivator. Create relationships with students that matter to both parties, and become the mentor that a professor should be. Finally, avoid gossip, petty hurts and prideful behaviors, and focus on what truly matters in the life — numbers one through three! If this works out as planned, please pass it on to your graduate students and junior colleagues as part of your accumulated wisdom.

Resources

- » **AMA Academic Placement Career Fair** (<http://www.ama.org/academicplacement>)
The industry's largest job fair offers the opportunity to interview and connect in person. Over 130 schools and 250 candidates attend this fair, held each year at the AMA Summer Educators' Conference.
- » **AMA Academic Placement Job Board** (<http://academicplacement.ama.org>)
AMA's academic job board contains year-round listings of academic positions from across the globe, many of whom will be attending the summer Academic Placement Career Fair.
- » **MarketingPhdJobs** (<http://marketingphdjobs.org>) *AMA Partner*
This site provides an aggregated listing of publicly announced job openings and general information on the academic job market. Candidates may also create a public profile on this site.
- » **AMA DocSIG** (<http://docsig.org>)
DocSIG is one of the most active and engaged AMA SIGs. (Membership is free for AMA Doctoral members.) AMA DocSIG provides access to information on Ph.D. programs, getting published, job search, transitioning to faculty and in-person networking events.
- » **“Who Went Where” Report** (<http://docsig.org/who-went-where/>)
Each summer, AMA DocSIG officers survey candidates who accepted positions and produce a report that 1) indicates where candidates accepted positions, and 2) summarizes information about faculty positions for each crop of new assistant professors, including candidate characteristics, salaries, perks, teaching loads and tenure expectations.
- » **Labor Market Report** (goo.gl/bm9h4Z)
Each spring, a survey goes out to marketing department chairs and Ph.D. program coordinators to gather data on the expected number of candidates and the expected number of openings (at surveyed schools) for the upcoming market cycle. The report produced from the survey also includes information on salaries, course loads, number of preps, and types of positions schools are targeting.



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