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AMERICAN MARKETING ASSOCIATION AMA.ORG

NAVIGATING THE PROGRESSION FROM DOCTORAL STUDENT TO MARKETING PROFESSOR

AMA TRANSITIONS GUIDE

AMERICAN MARKETING ASSOCIATION

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Preface

In 2013, the Doctoral Special Interest Group (DocSIG) of the American Marketing Association (AMA) conceived an idea to provide a guide for doctoral students entering the job market. They tapped scholars and advisors to write chapters on creating CVs and job packets, navigating the academic placement event at Summer AMA, interviewing, moving, getting started as an assistant professor, and more. That volume, published in 2014, was extremely useful for doctoral students as they navigated the maze of the marketing academic job market—as it existed then.

The job market looks very different now, and doctoral students have had to pivot to accommodate a new era in which virtual interviews are commonplace (and often preferred) and navigate a quickly evolving marketplace. The AMA's Academic Council has taken a leadership role in helping these students and has thoughtfully produced recommendations for both students and universities as they adapt to these changes, including statements on best practices and exploding offers. In addition, the council, in tandem with AMA staff, saw a need for updating the transitions guide to ensure students had a comprehensive guide as they enter the job market.

A small team of AMA staff (Matt Weingarden, Michelle Kritselis, AMA alum Hannah Finkelstein, and Marilyn Stone) took on this challenge and worked together to identify new information needed as well as evergreen advice that should remain. This revised edition includes new chapters on preparing for an online interview and creating a DEI statement, as well as updated chapters on CVs, packets, and positioning; interview presentations; campus interviews and job talks; job considerations, negotiating offers, and making a decision; the last year as a PhD student; and preparing for success as a new assistant professor. The guide concludes with sage advice from the inimitable Ron Hill on staying true to yourself.

We owe a debt of gratitude to the original editors of this guide. Alexa Fox and Scott Cowley brought the idea to life and ensured the guide was distributed to a wide audience. We also thank Karen Page Winterich, Academic Council president, and Maura L. Scott, Academic Council immediate past president, for their guidance and input throughout this process. We thank the authors who took the time to create or edit their chapters:

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We hope you find this updated guide useful, and we wish you all the best as you pursue your career in marketing academia. We close with a reminder from Karen and Maura in chapter 1: "Know that you are a valuable part of this community." We encourage you to consider the AMA as your community as you look for service and research opportunities throughout your career.

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CHAPTER 1

Framing the Job Market and the Job Market Process

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You're on the job market? Hooray! Congratulations! But wait—is that nervousness and not enthusiasm we hear? Entering the job market and landing a job is understandably a stressful time. You've worked diligently for the past three, four, or even more years for this; now that it's here, it might feel out of your control. Well, just as in life, some of it is in your control, and some of it isn't.

First, we will share some thoughts on (re)framing how you think about and approach the job market. What's in your control? Then, we'll briefly highlight each aspect of the job market process, providing a few tips and insights, with each step covered in greater detail in subsequent chapters. With the right mindset and the guidance and perspectives offered in this resource, we hope you will be well prepared to make the most of your job market and the start of your academic career.

GETTING THE RIGHT MINDSET

Many doctoral students approach the job market with the sole focus of finding a job, and perhaps not just a job but the best job. This is natural. It's called the job market, after all. But let's step back and think about other aspects of the job market beyond just finding a job. And, yes, we realize you still want a job.

PUT YOURSELF AND YOUR WELL-BEING FIRST

For many of us, being on the job market seems like a stressful and intimidating journey (although you may ultimately be surprised that it isn't nearly as scary as you anticipated—more on that later!). You may need to develop strategies in advance to manage your stress level and take care of your health and well-being throughout this process. Remember: you simply cannot be at your best if you don't take care of yourself!

VIEW THE JOB MARKET AS YOUR OPPORTUNITY TO INTRODUCE YOUR WORK TO THE COMMUNITY

One of us, when preparing for the job market, received the advice to view the job market as the best opportunity in your career to (1) share your research and research interests and (2) network and meet new people. They will be interested in the research you are doing and what you have to say. The same holds for you today. This is likely the one time in your career when many, many people in the field are going to take interest in the research you are doing and what your interests are. People are asking and listening to what you have to say. So enjoy it!

This may sound daunting, but keep in mind that you really are the expert on your specific research. Of course, you need to know the relevant literature and be prepared for questions about your knowledge, methodology, contributions, and implications, but ultimately you know it best.

A key part of this mindset is that rather than going through interviews with the focus on getting a job, you can focus on building your network, apart from whether any specific individual,

Well-being tip:

This stage in the preparation process can be time consuming. Commit to taking regular breaks from your dissertation and job market preparation. This might involve taking a walk, going to the gym, or treating yourself to a specialty coffee at your favorite café while regaining perspective and reminding yourself of the mindset you want to have. These small rewards may help keep you going.

department, or college decides to offer you a job. When you meet and connect with someone who takes interest in your research or teaching, follow up and remember that connection for the future. Even if you do not end up at their school, you may be able to reach out to them in the future for collaboration on a conference session or even to coauthor research together or to ask for sample materials if you are preparing to teach a new course. In five years or so, they could be one of the professors you or your department recommend as an external reviewer for your tenure. Without the job market, your network would be much smaller. The network you develop will be beneficial regardless of where you are employed.

KNOW IT REALLY IS ABOUT FIT

You may be thinking "they didn't want to hire me, so they must not like me or my work." Let us stop you from going farther with that thought. "It's not you, it's me" may really be true in this case. Some or likely even many of the individuals you meet on the job market will genuinely be interested in your research, find you to be a likeable colleague, and at the same time not offer you a job. So it must be you, right? Wrong! What we tend to forget is that the department likely has several criteria they are using to find the best candidate *for their department*. They might really like you and your research or feel you would make an excellent teacher, but due to the department's current needs for teaching and/or research, you are not the best fit for them at this time.

Keep in mind that just as they are trying to find the right fit for their department at this time, you should also be trying to find the right fit for you at this time. Do you feel comfortable with the people, the culture, and the location? There may be a department that you always thought of as your top choice, but once you visited, you just didn't feel right there. Or there may be a department that everyone else seems to think is amazing, but after your visit you didn't feel you would be productive there. It's okay to change your preferences or to have different preferences than others. Just as the department is trying to find the best fit for them, you should be trying to find the best fit for you even if it means updating your priors.

Even with this mindset, the job market is competitive, and you may not get an offer from the school you want. That's okay. You need *a* job. One. It doesn't need to be perfect. In fact, it won't be. And the more you think you found the perfect job, the more likely you are to be disappointed once you're settled in. Be sure to keep an open mind, do your best to meet your goals (and hopefully the advice in this guide will help), and know that you can move in the future.

Well-being tip:

Focus on finding the right fit for you and your family. As a doctoral student, you realize your advisor, department, and institution have invested a great deal in you over the last few years. And you may feel an obligation to select the job that you think they want you to take. They want you to be successful and be an excellent ambassador for the departmental/university brand. But, most of all, they want you to be in an environment where you can flourish and be happy (and we do, too!), because this will allow you to do your best work and contribute over the long run. This is why fit is so important.

PREPARING FOR THE JOB MARKET

While you can certainly take steps to prepare (and you should definitely do so), recognize that you may always feel you could prepare more and never feel fully prepared. That's okay. I recommend creating a timeline for yourself as soon as possible—it could even be when you start the PhD program or after you finish your classes and focus more on your dissertation research. On the timeline, you should work backward from when you plan to go on the market. Consider the number of projects you will (or would like to) have, and work backward from the stage you would like each to be at when you are on the market. This will involve setting deadlines for when you will have papers submitted, at least initially. Of course, things will change as it may take longer to get a paper ready to submit than anticipated (and it shouldn't be rushed and sloppy), and a paper will get rejected rather than invited for revision and this will add several months of revising to resubmit, so allow flexibility in the timeline. Even with all the things that will change, it can be helpful to see where you want to be, where you currently are, and what you need to do to try to be positioned how you want on the job market.

As you get closer to the job market (the fall or winter before you will start applying), you may want to develop another timeline that details when you will have each of the components of your packet prepared (see chapter 2 for everything you may need). Be sure to allow time for friendly reviews of your materials before you need to submit them. Asking your dissertation committee members to look things over is always smart, but you shouldn't expect them to turn this around too quickly. Allow time for multiple iterations on some documents. It's always better to block more time in advance since delays will inevitably happen. And just before you submit, ask friends or family to give your materials a final look to check for typos or other errors you may have missed.

You should also be thinking about the schools you may be most interested in. Casting a wide but reasonable net in your applications is often advisable, while also recognizing realistic constraints you may have in where you would ultimately accept a job if an offer were made. For each school you are interested in, you may want to consider the potential connections you, your dissertation committee members, and other mentors and coauthors may have. While you won't need to utilize every connection, it may be useful to have a mentor connect with a colleague at universities in which you are particularly interested.

INTERVIEWS AND CAMPUS VISITS

After you start sending out your packets (or uploading them on university systems), be prepared to start receiving interview requests. They likely won't happen right away, but schools may reach out at different times depending on their process, with some reviewing applications as they come in and others doing so only after a deadline has passed. Try not to read too much into whether you've heard from a school for an interview since each school has a different process. If you become aware that others in your area have received interview invitations but you have not received an invitation from a particular school at that time, that's okay. You don't have time to interview everywhere you applied!

As you are likely aware, there has been a shift in the process for initial interviews since the COVID-19 pandemic. There are benefits of this shift as it makes interviews more accessible to everyone, but the lack of formal interviewing at Summer AMA also increased the variation in when schools schedule interviews. The AMA provides a recommended timeline for schools to follow, so hopefully many of your interviews will occur during this window. Some schools may still request to meet with you at Summer AMA, even if informally, as there can be benefits of meeting in person rather than via a screen.

Depending on timing, you may start campus visits before you have finished your first-round interviews. During these visits, you will need to be "on" for a full day, as they often entail meetings starting with breakfast and ending with dinner in the evening, with few if any breaks in between. It's okay to ask for a brief restroom break or some water if you need it! Since you are with different people throughout the day, they may not realize when you last had a break. Be sure to get as much rest as you can before these visits so you can present your best self throughout the long day. On these visits, it's important to be yourself but also follow the cultural norms as you are able. While you may have a drink at dinner if others do, don't overindulge. It's best not to order the most expensive item on the menu (remember that even if you are on a PhD student budget now, you will soon have a faculty budget and can treat yourself then!).

One thing to keep in mind during interviews and campus visits is to personalize them. Do your homework on the university, department, and faculty in advance. Know what aspects resonate with you, how you believe you would fit in, and what you would bring to the department that is unique. Have these points prepared before the interview or visit, along with specific questions that demonstrate your existing knowledge while seeking further information. Don't treat the interview as the first time you are learning anything about the university and the faculty. At the same time, give the faculty an opportunity to talk about what they have to offer, the research they are doing, the teaching needs they have, and what they are looking for in the job candidate. A great piece of advice one of us received before going on the job market is that people like to talk about themselves. Instead of nervously filling the time by talking, have several good questions prepared, and let your interviewer(s) respond and share about themselves and their university.

A second thing to remember after both first-round interviews and campus visits is to send thank-you emails. Sending an email to each person you met with will take time, but it can be time well spent. Rather than sending a generic thank-you, take the time to personalize each one. Was there a comment the person made or a question they asked that you can follow up on? Did they share some information about the department, location, or other personal connection that was

Well-being tip:

Take advantage of the numerous doctoral symposia hosted by our professional organizations (e.g., AMA, ACR, SCP, EMAC, INFORMS, and others). This is a great way to build professional relationships and your professional reputation over time. Then, some of those connections will already be initiated by the time you are on the market.

helpful? Let them know in your email. Express both gratitude and why you believe you are a good fit after the interview or visit. Don't delay in sending these—plan to get them out within a day or two of your visit.

THE JOB OFFER

This is what you've been waiting for. While it is possible you will hear from some schools shortly after your visit, there may often be several weeks until you hear from the school. You can prepare for this by asking about their timeline during your interview. That said, don't worry too much if you don't hear from a school for a while, even if you know someone else has. Recall that schools can typically only make one offer at a time. If the other candidate at the top of the list doesn't accept, you may be next or still on the list. That's just as good—it's still a job!

This is the time to let go of your ego. A personal experience from one of us: I was number four of four candidates when I interviewed for my current job. The first three turned them down, but I was thrilled when they finally called. I was last on the list, but I got the job (and I don't even think they regret it!). And if you don't get an offer in the first round, you can always apply to additional schools that are still hiring in the secondary job market. Just as you may not get a job in the first round, some schools will not find the right candidate to hire in their first round, so keep an open mind if you approach the secondary market.

Once you receive an offer, congratulations! You can celebrate. But before you do, be sure you have an official offer letter in hand. A verbal offer will most likely turn into a formal offer, but for a variety of reasons, it is possible that a verbal offer may not result in an official offer from the university. Given this, do not decline other offers until you have a formal offer letter from the school you intend to accept.

One issue you may face is an exploding offer, in which the school gives you a limited amount of time to accept the offer. The amount of time you receive will vary, but the AMA has indicated that two weeks is a reasonable amount of time. While you may be waiting to hear from other schools where you interviewed, the university does not want to lose other candidates if you do not decide to accept their offer. Once you know you will not be accepting an offer, you should notify the school as soon as possible. If you still need more information (likely from other schools where you interviewed), it is reasonable to ask for an extension, though the school may not agree. If you are asking for a reasonable amount of time to decide and the school is not willing to make any adjustments, consider what this may signal about the culture of the department or college and whether this is the type of place where you want to be. It is generally not appropriate to accept an offer and then later decline the position, but some schools use shorter and shorter timelines in exploding offers, so there may be limited situations when this is appropriate, if a university did not give you ample time to consider an offer by requiring a decision in just a few days without providing any requested extensions. You should handle any situation professionally and with gratitude.

Well-being tip: Academic job offers are very different than industry ones. Book time with a trusted advisor in the academic community to help you evaluate your job offer and navigate the negotiation process.

Well-being tip:

Check your interview and campus visit schedules to make sure time is set aside for restroom breaks and meals. Bring energy bars or fruit with you in case you hit a lull over the course of the visit. Think ahead to whether you need any specific aids so that you can get a good night's sleep when you are away from home.

STAY POSITIVE

The information in this chapter is just a brief overview of the steps in the job market process, with greater detail in the subsequent chapters. It can be a lot to process, but the mentors you have and the people you will meet can be of great support. Don't be afraid to ask for feedback, knowing that you might receive diverging opinions. In such cases, *do what feels best for you*. With the right mindset, you will not only survive the job market, landing a job that is the right fit for you, but also develop a network you can call on in the years ahead.

CHAPTER 2

CVs, Packets, and Positioning

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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 chapter 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

As in any marketing effort, students need to understand their competition and their unique points of differentiation. Just as every school is not the perfect fit for every student, every student does not make sense for every school on the market. To make the most of the job market 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 a "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, these applications convert into very few 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 poorly manage these interviews because they don't have time to adequately research or articulate their fit for each school during the 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, for years the AMA's DocSIG has been documenting the placement process via the "Who Went Where" survey, which 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 reveal the market intelligence that will help you understand where you fit in the market. Specifically, students should use the following data in the "Who Went Where" report as a baseline to assess their position:

- 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, considering not just their experience as an undergraduate instructor in the summer, but their 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 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 the "best athletes" as well as those who excel in their 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

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 CV 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 in the following sections is intentionally generic and covers the basics that must be included in your baseline CV. However, as 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.

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.

STRUCTURE AND ORGANIZATION

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 this information 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). 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, provide a list in chronological order, starting with the most recent publication.

Your research should be listed in sections in the following order: (1) Publications in Refereed Journals, (2) Manuscripts Under Review, and (3) Working Papers (i.e., if somebody asks, you can send them a draft) and Works in Progress (i.e., you do not have a draft yet but you are actively working on these ideas). For each publication, list author names in the order used in the actual publication or, for working papers, in the order you and your coauthors 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.

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, whereas others place it after 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 research presented at conferences. Provide a full list of those presentations and clearly indicate whether you were the presenter or not.

GENERAL GUIDANCE

Some interviewers 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 programming skills and/or unique data analytical skills, list them in your CV. The field is increasingly relying on these skills to handle complex data.
- 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.

What to Consider When Crafting the DEI Statement

SAMANTHA N.N. CROSS, IOWA STATE UNIVERSITY

Hiring institutions, particularly in the U.S. and Canada, may require a Diversity, Equity, and Inclusion (DEI) or Equity, Diversity, and Inclusion (EDI) statement. This statement can have other labels, such as a Statement of Contributions to Diversity, Equity, and Inclusion or a Statement of Contribution to Inclusive Excellence, depending on the institution's location, goals, and focus. If requested, the DEI statement will typically be submitted along with your CV, research statement, and teaching statement. This chapter summarizes the purpose of the DEI statement, as well as aspects to consider in composing this statement. It also lists resources that may be helpful.

PURPOSE OF THE DEI STATEMENT

As institutions of higher learning serve increasingly diverse student populations, hiring institutions have become more intentional in seeking candidates who they believe will contribute to, and embrace, the institution's stated principles of fostering equitable and inclusive environments, both in the classroom and in the wider university community. The DEI statement is meant to assess the competencies and experiences of candidates who will ideally be able to contribute to these efforts.

Candidates should view the DEI statement as an opportunity to showcase their capacity and commitment to support the institution's initiatives around creating and sustaining welcoming and inclusive spaces for all university students, particularly students from marginalized or under-represented groups. This commitment and capacity is demonstrated through the candidates' references to their past, current, and future scholarship, teaching, and service.

While your identity and unique perspective may influence your approaches to engaging in DEI initiatives, Beck (2018) notes that "diversity statements are fundamentally about your values, commitments, and capabilities, and not necessarily your identity and the ways it shapes your work." References to your personal background and experiences should be connected to your commitment to diversity, equity, and inclusion in your research, teaching, and service, as these are the areas on which you will be evaluated throughout your career (Reyes 2018).

Candidates should view the DEI statement as an opportunity to showcase their capacity and commitment to support the institution's initiatives around creating and sustaining welcoming and inclusive spaces for all university students, particularly students from marginalized or under-represented groups.

COMPONENTS OF THE DEI STATEMENT

Candidates have diverse experiences, values, and capabilities, as well as their own perceptions of what is meant by DEI. Candidates should be clear about their own interpretations of the terms *diversity*, *equity*, and *inclusion* as they start to craft their DEI statements.

The University of California System highlights three key facets of DEI statements. According to UC Santa Cruz (2022), DEI statements should:

1. demonstrate an understanding of the particular diversity and equity related issues and needs in a candidate's field, or in higher education;
2. provide examples of a candidate's past contributions to diversity, equity, and inclusion; and
3. discuss the candidate's vision for how they might support existing dimensions of, or make expanded contributions to diversity, equity, and inclusion in the position for which they are applying. (UC Santa Cruz 2022)

Henville (2022) echoes these three facets in her simple structure for EDI statements: "Be sure to define your terms, detail your experience and outline your future plans."

It is important to remember that candidates from *all* backgrounds can make meaningful contributions to DEI initiatives at hiring institutions and portray these potential contributions in their DEI statements.

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CHAPTER 4

Preparing for an Online (Video) Interview

DENISH SHAH, GEORGIA STATE UNIVERSITY

During the COVID-19 pandemic, we witnessed a big jump in online interactions facilitated mainly by videoconferencing tools such as Zoom. Fast-forward to the postpandemic era, and online meetings have become a permanent fixture, often serving as an acceptable substitute for in-person meetings.

In the context of academic placement interviews, before the pandemic the preliminary interviews between the job market candidates and the schools almost always took place in person on the sidelines of the Summer AMA academic conference. Today, the majority of schools prefer to conduct a first-round interview with the candidates online. Usually, the first-round interview is the first time the recruitment committee of a school will get to see and interact with the candidate formally.

The objective of preliminary or first-round interviews is simple. It is to learn more about the short-listed candidate, such as communication skills, ability to answer questions related to the research study, personality, and so on. Performance in these interviews is critical for advancing to the next round of selection, usually a more detailed interview (conducted in person or online) or a campus visit.

Performance in these interviews is critical for advancing to the next round of selection.

In this chapter, I offer some suggestions on how to prepare well for an online video interview. The recommendations are based on the three critical components underlying any online interview: (1) content, (2) supporting technology, and (3) ambiance setup.

CONTENT

Content refers to the information and material you will collect and prepare for the interview. Preparing the content for an online interview is not significantly different from preparing for an in-person interview. Other related chapters in this guide give several excellent pointers on preparing for an interview. Therefore, I will only touch on a few major points.

DO YOUR HOMEWORK

Research the school and the faculty that will be interviewing you. Get a general sense of the research areas of the faculty and the vision/mission of the department and the business school at large. Use this information to evaluate how you can position yourself and your skills as a good fit for the department and the business school. Academic placements (especially tenure-track positions) are long-term associations; therefore, most schools are looking for the best fit. Consequently, during the interview, the onus falls on the candidate to articulate how and to what extent the research, skills, and personality of the candidate fit the school's requirements.

PLANNING AND PRESENTATION

Usually, the online interviews are the first-round interviews. They tend to be 45–60 minutes long. Some schools may ask the candidate to present their research, while others may just want to have a discussion. Given the lack of a uniform standard, it may serve you (the candidate) well to ask the interviewing school what to expect. Ask who will be on the call, the duration of the interview, and whether you should prepare a PowerPoint presentation for the call; if so, how long? This information will help you plan the content to include in your presentation. Ensure your presentation content is within the allotted time limit the interviewing school sets. Also, it is a good practice to have supplementary content readily available (additional PowerPoint slides placed after the main presentation) to use when answering specific questions. Finally, if your research is closely related to the research area of one or more of the faculty present on the call, make sure that you acknowledge the research connection.

SUPPORTING TECHNOLOGY

Supporting technology refers to the technological components necessary for the online (video) interview. This usually involves hardware (computer, microphone, camera, and speaker), software (the videoconferencing tool used for the interview), and online connectivity (internet connection).

HARDWARE

The hardware will determine the technical quality of your online/video interview. The computer or the interface device used to make the video call is the window to your audience. If possible, use a large-screen device to view your interviewers and their facial expressions clearly. The usage of dual screens/monitors is not necessary. Avoid using a mobile phone or small-screen tablets/laptops. Also, your interface device must have enough computing power to run a high-resolution video call. Most newer laptops and desktop computers will have sufficient computing power.

The next three critical hardware components are the microphone, speaker, and camera. Virtually all laptops and tablets have integrated microphones, cameras, and speakers. However, ensure that the integrated hardware is of high quality. I recommend using a high-quality external microphone (e.g., Blue Yeti USB microphone) and a high-resolution external web camera (e.g., Logitech full HD or 4K camera) whenever possible. One could also purchase a high-quality wired or wireless headset (e.g., from Bose or Beats) as an alternative to an external speaker and microphone. Since newer hardware devices are continuously launched throughout the year, search for the latest highly rated microphones and external web cameras on retailers such as Amazon or Best Buy. Note that buying external, high-quality devices for your online interviews will be an additional expense and may cost you about $100–$200. However, high-quality audio/video devices will significantly help improve the clarity of your audio and video signals, thereby improving the technical quality of your interview.

SOFTWARE

The online interviews will usually take place through a videoconferencing software tool such as Zoom, Webex, Microsoft Teams, or Google Meet. It is the prerogative of the interviewing school to choose the video meeting software; this information is usually communicated to the candidate in the meeting invite. Ensure the specified tool is installed on the device you plan to use for the interview. Most meeting tools will allow you to connect to the meeting (through a web browser) without installing the software. However, to use the full features of the tool, it is advisable to install the software (for free) on your device. Also, make sure that the software is fully updated. Otherwise, the tool may force you to go through a software update cycle when you are about to join the meeting. This may cause a delay in joining the meeting and a lot of anxiety on your front. A good practice is to launch the tool about 15 minutes before the start of the meeting, check for the software update (if any), and then perform a quick test of your microphone and camera within the web conference tool that will be used for the interview. Videoconferencing tools (Zoom, Webex, etc.) have (1) the feature to automatically trigger a software update if required and (2) an option to perform a quick self-test of your camera and microphone when you launch the software.

A good practice is to launch the tool about 15 minutes before the start of the meeting, check for the software update (if any), and then perform a quick test of your microphone and camera within the web conference tool that will be used for the interview.

ONLINE CONNECTIVITY

Investment in high-quality hardware and preparation of excellent presentation content will prove futile on the day of your online interview if there are issues with your online connectivity. There are two things to keep in mind when it comes to online connectivity: First, ensure that the speed of your internet connection is fast enough to smoothly stream high-quality video during the online interview. You will need about 5 Mbps internet speed for HD video calls and 25 Mbps for conducting a video call in 4K resolution. The internet speed can be tested by performing a speed test. Just do a search for "speed test" in Google, and you will be able to conduct a speed test through your browser. Note that your internet connection is shared across all devices connected to the internet in your home/apartment. Therefore, if any other device is utilizing the same internet connection at the same time (e.g., a roommate or family member streaming a movie in 4K), it may adversely reduce the overall bandwidth available for your video interview.

Second, if you connect to the internet wirelessly (e.g., through a wireless router), ensure you have a strong wireless signal. Weak signals can intermittently slow down your internet speed, making your connection unstable. A good practice is to place your device as close as possible to the wireless router or ensure that the signal strength is close to 100%. Alternatively, use a wired internet connection to ensure signal reliability.

Regardless of these factors, keep a backup plan in case of an unanticipated technical glitch. A good practice is to share your phone number with the interviewer so they can reach you in the event of an internet outage.

AMBIANCE SETUP

Ambiance refers to the surroundings for the video interview. Here are some pointers to set up your surroundings effectively.

LOCATION

Select a quiet and well-lit room that is distraction-free. Ensure that the part of the room that will be visible in the camera frame is tidy and free of clutter. Inform family members or roommates of your interview time and ask them to keep noise to a minimum. Ask someone to help take care of babies, pets (such as dogs), doorbells, or any other potential source of distraction (as applicable in your case) during the interview. Put your phone on silent mode, and close any unnecessary applications or browser tabs on your computer.

BACKGROUND

Choose a neutral, uncluttered background to minimize distractions. A plain wall, a neatly arranged bookshelf, or simple wall art can work well. If the background is too busy or not clean, switch to a virtual background (e.g., a slide with your university image and name) or a blurred background. Sometimes, a virtual background can lower the quality of the video. Therefore, try to keep a natural background whenever possible.

LIGHTING

Natural light is ideal, so position yourself facing a window if possible. If natural light is not available or is insufficient, use soft, diffused artificial lighting to eliminate shadows on your face. Online retailers like Amazon have several options (e.g., LED ring light with stand) available. Avoid harsh, overhead lighting (e.g., ceiling lights or light fixtures attached to a ceiling fan) that can cast unflattering shadows.

APPEARANCE

Dress professionally as you would for an in-person interview, paying attention to your top half (since that's what the camera will capture). When in doubt, always default to more formal business attire. Avoid distracting patterns or overly bright colors. Sit up straight and maintain good posture throughout the interview. Make eye contact with the camera, not the screen, to establish a connection with the interviewer.

Make eye contact with the camera, not the screen, to establish a connection with the interviewer.

CAMERA

Position your camera or webcam at eye level. Use a stack of books or a laptop stand to achieve this if necessary. Avoid looking up or down into the camera, as it can create an unflattering angle. Check and set your camera settings for the best video quality. A 1080p HD quality should suffice for most video interviews, but set it to 4K resolution if your internet bandwidth allows (i.e., internet connectivity above 25 Mbps). Ensure your camera lens is clean.

MAKE A POSITIVE IMPRESSION

In sum, the pointers listed in this chapter will help you prepare for an online interview. As mentioned previously, online interviews usually occur at the earlier stage of the selection process. You must make a strong positive impression to advance to the next level.

Interview Presentations

ANDREA DIXON, BAYLOR UNIVERSITY

Meeting a friend or colleague 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 faculty interview season. 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 consider 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 the 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 to gauge 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 it to create 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 these presentations, you will also be well prepared if you develop short modules (one to three slides) for each study listed on your CV. These modules are then in your back pocket for use should someone pose a question about one of your other research studies.

TEACHING-FOCUSED PRESENTATIONS

Some schools (balanced and teaching-focused) will also want to see 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).

Campus Interviews and Job Talks

CONOR HENDERSON, UNIVERSITY OF OREGON
JOSHUA BECK*, UNIVERSITY OF OREGON

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 have 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 chapter provides guidance to help turn an exciting invitation to visit into a positive experience and, hopefully, a job offer.

TIPS FOR YOUR JOB TALK

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.

BE ADAPTABLE

You have probably sat through several "job talk" presentations while pursuing your PhD; 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 primarily consists 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, and other technical details.

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, and so forth in case a faculty member wants to discuss specifics with you in a one-on-one meeting. Offer to email your

Tailor the talk for the school you are interviewing with, not the school you came from.

presentation slides and a copy of the manuscript ahead of your visit. You will want to be able to access your presentation online. Bring a presentation clicker, but only use it if the school does not provide one for you. It is easy to forget items such as personal bags and clickers as you transition from your talk to the next meeting.

BE RESPECTFUL OF CONSTRUCTIVE FEEDBACK

Prepare to receive constructive feedback. You will present your research to busy faculty and PhD 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.

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 give 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.

TIPS FOR “ONE-ON-ONES”

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, and more. 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.

Knowing about the faculty you meet will help you better anticipate the type of conversation they desire.

KNOW THE PEOPLE

One-on-one meetings are scheduled with an individual or a small group of faculty members, PhD 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 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 each conversation and later turn them into thank-you emails conveying a sincere appreciation for their time and insight.

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.

INTERACT WITH PHD STUDENTS, ADMINISTRATIVE ASSISTANTS, AND FACULTY FAMILY

Take advantage of opportunities to interact with PhD 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 nice to have already met friendly members of the community.

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 visit). It can sometimes 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 later 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.

TIPS FOR MANAGING THE STRESS OF THE PROCESSES

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 PhD students who have 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 have only one position to fill. 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.

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 clearheaded and remain charming.

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 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. Spend on conveniences, even on a PhD student stipend, to help ease travel burdens. 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 problems, 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.

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!

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*AUTHOR NOTE

Joshua Beck passed away in 2023. He was a proud member of our academic community, a great mentor for many doctoral students, and beloved by many. This chapter is a slightly updated version of the original chapter that Josh helped write in 2014 shortly after beginning as a new assistant professor at the University of Cincinnati. The Joshua T. Beck Northwest Marketing Research Symposium is held annually in his honor.

Job Considerations, Negotiating Offers, and Making a Decision

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The job consideration and negotiation portion of the job search is one of the most important steps in the job search process. You will likely 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 will typically learn about different job-related perks and expectations; each school likely has unique offerings that are appealing for different reasons, such as location, teaching load, salary, benefits, and other factors. Your first school also sets the tone for your career in that it is challenging 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 yet, you need to ask yourself what your end goal is. Knowing what you are ultimately seeking will help you 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 component than another, you will want to take this into account when evaluating the full offer. 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 decision becomes clearer.

Knowing what you are ultimately seeking will help you stay true to yourself through the job search and negotiation process.

STEP 2: GET THE FACTS

Once you have a job offer in hand, the power dynamic shifts in your favor. To quote Sally Fields, "Right now, you 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 should be clarified? 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 to take a few days to consider the offer. In fact, this 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. Be sure you understand exactly what is expected of you up to the point of tenure. After taking a few days to consider the offer, 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 *your* 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 keep the offer in perspective and ensure you remain focused on your end goal.

When you're ready to negotiate, it is important to 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 at the other end of the negotiating table is a colleague for life!

Keep in mind that the compensation package includes more than simply salary and benefits; a career in academia allows for additional considerations. Many schools may be limited in the salary they 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 on the school's constraints, may include the following:

COMMON JOB-RELATED BENEFITS

- Starting salary (e.g., bonuses, time off for consulting, contributions to retirement account)
- Benefits (e.g., 401(k) or 403(b) plan, health insurance, life insurance, long-term disability insurance)
- 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 12-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 startup funds, and time available to use the funds)
- Summer funds (number of years and source of funds; teaching vs. 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 (e.g., parking fees)

FAMILY-RELATED BENEFITS

- Family benefits (e.g., health insurance, dental insurance, parental leave, spousal benefits, time off)
- Childcare 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 H-1B visa and throughout the process of immigration)
- Living expenses (faculty housing, housing allowance, housing bonus)
- Real estate expense reimbursement (selling/buying costs, real estate agent fees, mortgage interest points)

Using these lists, 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 in these lists, you're unlikely to be successful. However, asking for a few considerations may allow the university flexibility to meet some of your requests where they may be unable to grant 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 for 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. In addition to talking with your peers and mentors, you may find it helpful to create a spreadsheet that compares each university and exactly what it has to offer. In addition to the offer-related factors discussed previously, you might also want to consider quality-of-life elements that will play a role in achieving 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 the area? You can easily access cost-of-living calculators online to understand how far your salary will go in your potential new hometown. Beyond these bigger-picture factors, you should also remember to include details such as state and local taxes, access to airports, and the location and quality of the public school system in the area if you have (or plan to have) children.

Finally, and perhaps most importantly, reflect on where you believe you will feel most at home and 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 existing faculty members and consider whether you can envision yourself working alongside them as 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 university community. Will you be able to adapt to drastic regional and cultural variances from those you are accustomed to? Would you be able to adapt to 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.

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

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 PhD Student

JESSICA RIXOM, UNIVERSITY OF NEVADA, RENO
JIM SALAS, PEPPERDINE UNIVERSITY

Congratulations! You have made it to the final year of your PhD 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 PhD 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 up-front 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 jet lag, 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 travel 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 a way 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 your advisor 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 expenses 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 social media. At this point, you may need to rely on your dissertation committee. 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 a 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 PhD 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.

Trust the process. Everyone finds a niche, though not always at the time or in the manner that they initially envisioned.

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 PhD 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, 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 PhD 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 students sometimes defend their 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 TO TRANSITION

Regardless of when you defend your dissertation, try to leave some time to transition between the PhD 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 haven't seen or heard from 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 about your research 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 9

Preparing for Success as a New Assistant Professor

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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, in contrast, 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.

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 or sixth 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 chapter begins by identifying four key issues that you will navigate—successfully or not—at the 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 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.

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 rent or buy 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: arranging utilities, finding a new doctor or dentist, exploring grocery stores (particularly if you have precise food habits) and restaurants, finding a new place of worship or community organizations, and so much more. If you have children, add in all of the explorations and decisions around finding the right childcare options and schools. We offer a few tips on moving:

- 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 you have a clear understanding of any cash outlays before you schedule moving services.
- Some schools will fund 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 coworkers, being organized during this visit will pay off in the long term.
- Consider renting an apartment for the first few years. The startup 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 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 you used in 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 PhD-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 to complete before any new data collection? How do you gain electronic access to library databases?

You also need to figure out the nontechnological logistics of your new life as a faculty member. Where are the mailboxes? How do you have copies made? 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. Being able to answer these questions early on will allow you to navigate your first year more easily.

- 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 (e.g., library, subject pool) and format it as a "to-do list" for use at your new office. Move 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 extra careful in the transfer of files you need—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 promotion and tenure review time, and so on. 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 with your colleagues in order to know "what's going on" and to get integrated into departmental life.

- You have to (and should want to) be accessible. A meaningful investment of time in relationship building up front 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. They typically carry heavier teaching and service loads so that research-active faculty can devote more bandwidth to research productivity. A nontrivial number of assistant professors lose the respect of their department by (even unintentionally) treating nontenured 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 not to fall off the map after your time on the job market ends. Now, 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 domain. Try to make the most of these experiences, continue to build relationships, and maintain your visibility as you go.

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.

TIME SINK 4: THE PRESSURES OF NEW COURSE PREPS, NEW STUDENTS, AND 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 nonverbal feedback from your students, positive or negative, every day in class. And it can be incredibly gratifying to see how your work is influencing 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 slides, and so on. New preps are the most time-consuming, but even adapting a previously taught course to a new audience or aligning it with differing standards or expectations at your new university can be burdensome.

- Recognize that there is a point of diminishing returns on 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, slides, exercises, and more—from colleagues and from friends from your PhD 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 use 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), that you know how to turn on the projector and/or connect to Zoom, 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 lectures. 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 will 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 commonsense 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 in this chapter have the power to diminish your productivity because they have immediate deadlines. On any given day, research, which rarely has a specific "due date," can often be deferred in favor of in-your-face teaching pressures. Avoiding this trap requires detailed planning and discipline.

PLAN YOUR PIPELINE

Although getting the essays 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 backward 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 the review/revision phase.

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 moves toward 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 helpful to find a senior mentor (regardless of whether any formal assignment is made). Ask for their candid advice, and 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 nonteaching 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 smaller mechanical 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—that is, 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 them 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 PhD program, use this to your advantage. Working with PhD 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 PhD 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 PhD 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, but 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, less creative 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. 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 the field. 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, writing up long lists of every minor issue. Rather, allocate enough time to read a paper thoroughly and note major concerns and organize your report around them. You can briefly list minor concerns, but remember that you are a reviewer, not a coauthor. A report that focuses on five to seven important and well-articulated concerns is more valuable to an author than five single-spaced pages of unprioritized, stream-of-consciousness thoughts. 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 trade-off. 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. Find what works for you.

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 stick to their nutrition plans 95% of the time. If they do that and otherwise follow their training plans, an occasional break from habit 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"

RON HILL, AMERICAN 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 PhD 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 that one can only "act the fool" after "walking the line."

This advice appears to steer junior faculty onto a path that leads to happiness and fulfillment because the ultimate aim of any academic career is tenure, right? However, consider some of the 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, bottom-of-the-pyramid 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 research 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 YOU CAN 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 scholars to have self-discipline and individual interest in order to be successful. What pass 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. Legislation, 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 ambitious goal takes less effort than one may think. Working on and writing about topics that hold marginal interest but (hopefully) have 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 your 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 the *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: (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; 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 life: numbers one through three! If this advice works out as planned, please pass it on to your graduate students and junior colleagues as part of your accumulated wisdom.

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