

BALANCING ACTS: FACULTY PERCEPTIONS OF CHANGING CAREER EXPECTATIONS

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ABSTRACT

During the last few decades, numerous changes have taken place in the lives of university faculty members. A majority of these changes reflect an increasing expectation to expand faculty responsibilities in all three critical areas of teaching, research, and service. Inherent in these changes is a lack of accompanying time and resources. Within the field of marketing, and especially among the members of the Marketing Educators' Association, the premiere organization for marketing educators, changing perspectives of how faculty manage their career responsibilities, especially with regard to teaching and research activities, have been recently explored. For example, recent articles and discussion on how faculty can balance academic and personal life needs (Mundt and Driver 1996), faculty working conditions (Suter et. al 1994), the future of marketing education (Collins et. al 1998), university reward systems and institutional mission statements (Haley et. al 1999), and socializing new faculty to adapt to university teaching (Sianchuk 2003) have been insightful. All of these sources address timely issues that marketing faculty must encounter in their careers as they attempt to understand how an academic institution affects them and to begin the process of shaping the future of marketing education. However, what has been missing from these engaging discussions is a holistic view of how individual faculty members manage to realistically cope with increasing career expectations that must also be balanced with other demands in their personal and professional lives.

The session addressed issues surrounding how faculty create or try to create balanced lives in the midst of increasing and shifting obligations, and shrinking resources. A diverse panel of full-time, tenure track and part-time faculty in varying stages of their academic careers and personal lives discussed the struggles, successes, failures, pitfalls, highlights, inspirations, and models they pursue in the quest for

balanced lives. In this effort, they discussed and recommended effective coping strategies for dealing with the numerous, complex, and increasing career expectations that they confront in today's academic environment and global marketplace.

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