

## STRATEGIES FOR FACULTY SUCCESS AT "LOW RESOURCE" BUSINESS SCHOOLS

### SESSION CHAIRS

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General Geo. Patton, *"One tries to make plans fit the circumstances."*

Gil Churchill, *"Work smart not hard."*

All marketing faculty jobs are not created equal. While most new Ph.D.'s have been trained at schools with substantial resources, they often arrive at campuses where the resources are limited. Just as a business strategy should be based on a situation analysis, so must a career strategy. For many of us, we simply assumed that the strategies and tactics employed by our mentors would work for us. When we arrived at our new jobs, we found nine or twelve hour teaching loads, limited graduate assistant support, minimal travel budgets, no summer research support, inactive senior faculty members, and little in the way of research support. To be successful in this type of environment creative, entrepreneurial strategies must be employed.

In this special session, we explore a variety of issues pertaining to strategies and tactics for increasing the likelihood of being a successful faculty member at a limited resources school of business. Topics will include:

- Understanding the success requirements at your University.
- Understanding how to remain mobile while working at a limited resources school.
- How to develop a national reputation at a low resource school.
- Developing research partnerships with other faculty members, how to select and cultivate research relationships.
- How to become a better teacher without additional resources.
- How to become a better researcher without additional resources.
- Synergistic teaching and research strategies.
- Synergistic service and research strategies.

- Department and college level strategies to increase resources such as advisory boards, intern/externships, institutes, etc.
- How to find your own research funding.
- What it means to work smart, rather than hard.
- How to get the most out of limited skill graduate assistants.
- Other related topics.

The expert panelists we have assembled have a wealth of both faculty and administrative experience in dealing with this issue. They will provide insights into ways of increasing the available resources and ways to make the most of the resources a faculty member has at his or her disposal. While the panel will provide ideas and insights, this should be considered a working session where attendees will be asked to participate in the discussion.

We believe this special session will be of particular interest to new faculty members.