REVISITING PROFESSIONAL DEVELOPMENT: RECONCILING THE NEEDS AND RESPONSIBILITIES OF FACULTY, RESEARCHERS, AND ADMINISTRATORS WITH THE NEW REALITIES IN HIGHER EDUCATION

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ABSTRACT

The Journal for Advancement of Marketing Education has published articles on professional development (PD) for ten years. This manuscript reviews highlights and trends in PD coverage over this time period not only in JAME, but also in other marketing and business education journals, with special attention to the areas of teaching, research, and workspace/career management. Recommendations are offered as to future directions for research in professional development. In the second part of the manuscript, an organizing framework with prescriptions for PD is presented, with special emphasis on emerging areas of critical concern in higher education.

INTRODUCTION

From its inception, ten years ago, *The Journal for Advancement of Marketing Education*(JAME) has aimed to provide scholarly resources to assist marketing educators in building their careers. One of the unique features of JAME, in contrast with similar titles like *Journal of Marketing Education* and *Marketing Education Review,* is the stand-alone Professional Development section within each issue. JAME's professional development pieces add an additional dimension to our understanding of marketing education – beyond the normal discussions of pedagogy and curriculum – and insight into the day-to-day concerns of marketing education professionals as regards their professional development (PD). A review of the contents of JAME over the past decade, however, shows that there is great potential for more discussion and research on PD: over these past ten years, JAME has published a total of ten articles specifically about Professional Development.

The purpose of this manuscript is to offer an assessment of the scholarly work in the area of PD published during this time, with special focus on the articles in *JAME*, but with a look also at ideas, theories, and methods reported in other business education journals. It is hoped that this effort will point the way to a discussion of the salient issues facing marketing educators as concerns their professional development in this time when higher education is experiencing enormous pressures for change. For the marketing educator who is either in the earlier stages of her career, or the educator seeking to refocus, we hope this will be useful in identifying suitable professional development priorities commensurate with the realities of PD in the 21st century.

Professional Development, Responsibilities, Opportunities

It would seem self-evident that marketing faculty will naturally attend to a regimen of continuous improvement, self-assessment, and professional development. We want to instill these habits in our students both as individual citizens and as actors in a modern economy. The reality, however, is that for the marketing educator at the college or university, the daily grind of administrative duties, committee work, student advising, teaching and grading all tend to crowd out our better impulses for improvement, assessment, and development. And as a result, our professional output is compromised – both in terms of quantity and quality – with accompanying increases in stress and anxiety (Ackerman and Gross 2007). But professional development activities should be seen as more than a lofty and abstract goal to be attended to when we have some extra time. It's generally accepted that business faculty and administrators are charged with a professional development responsibility which includes such things as the creation and transfer of knowledge (Festervand and Tillery 2001). PD is typically understood as some combination of learning the skills and perspectives required by new realities in teaching practice, reflecting critically on existing practices, and focusing renewed interest in student learning outcomes (Darling-Hammond and McLaughlin 1995).

According to AACSB International, professional development should be an ***ongoing process*** involving such diverse activities as participation in professional organizations, research and publication, continuing education, the acquisition of new and/or additional technical and discipline specific skill sets, and other enriching activities. There is a responsibility to adjust what we do and how we do it to meet changing demands of our workplace. Thus, new teaching skills will be required and a new kind of educator will be needed to provide educational opportunities for future leaders (Chonko 2003).

A review of JAME articles for the period 2000 to 2010 reveals an assortment of subjects that overlap with these topics, if only incompletely. These can be subdivided into three basic areas: teaching proficiency, publication, and workplace/career development issues. The following discussion briefly summarizes within each area what has been learned, touches briefly on coverage afforded each topic in other marketing education journals, and offers some suggestions regarding new directions for research in professional development.

Research in Professional Development: Teaching Proficiency

The interaction of students and teachers, typically in the classroom setting, is an area to which previous research has devoted much attention. In JAME, the discussions usually center around such things as "teaching as performance" (Luthy 2001; Moore et al. 2004; Hu and Hills 2008), or other aspects of classroom management such as dealing with cultural differences between students and their professors, engaging students, and cultivating an environment of confidence and respect (Hu and Hills 2008).

As noted above, however, the trend at virtually all levels of education – and a defining characteristic of professional development – is to get away from the "student as passive recipient of teacher-generated knowledge" model in favor of actively engaging students in the construction of knowledge (Corcoran 1995; Darling-Hammond and McLaughlin 1995) and to move from a "teaching orientation" to a "learning orientation" (Duke 2002). Redirecting our teaching focus to ***Learning outcomes*** based on experience, elaboration, role-play and other "active" processes offer an excellent opportunity for us to prepare our students to participate actively in the workspace. Elsewhere in the marketing education literature, researchers have generated a significant store of knowledge, reporting on experiential teaching techniques such as professional activity reports for sales students to develop a professional orientation, to gain real world exposure, and to improve communication skills (Hawes and Foley 2006), or "self-marketing projects" intended to build workplace skills including listening, teamwork, people skills, creativity, and the ability to think and to write clearly (Taylor 2003; Kelley and Bridges 2005).

Learning outcomes have also been examined in the context of non-intellectual characteristics of students: drawing on the social psychology literature, Nonis at al. (2005) examined the impact of achievement striving and self efficacy on business student's academic success. These findings are especially significant in an environment where more students are holding full- or part-time jobs, seem to have lower overall motivation, and require more detailed direction (Nonis et al. 2005, p. 53). A similar motivational variable would be student's role in extracurricular activities. A review of the literature reveals scant research concerning beneficial aspects of students' involvement with the American Marketing Association, for example. Peltire et al. (2008), however, have argued that business recruiters view leadership positions in student organizations as valuable assets, and that participation in student organizations is linked to superior problem solving, commitment to the student's own professional growth, and career performance.

Along similar lines, other research (Walker et al. 2009) provides a sort of "reality check" inasmuch as the needs and perceptions of our market – the marketing practitioner community – deserve our full attention. Interestingly, in that study, it was noted that graduates and employers alike agreed on the need to understand and to apply marketing theory, while Aistrich et al. (2006) confirmed the conventional view that practitioners view us as too far removed from the "real world," too narrowly focused, lacking in relevant experience, and uninterested in application of knowledge. A fuller understanding of needs and expectations of employers, and students' perceptions regarding their experiences in our classrooms if they are indeed to take control of their education and to become active learners (Duke 2002) should be considered a foundational element of relevant and meaningful professional development, and would be of great value to the readers of JAME.

Research in Professional Development: Research and Publication

For those academics committed to the teacher-scholar model, research and publication are, after teaching, perhaps the most significant priorities. The challenges of establishing a research agenda have been discussed earlier in JAME. For example, Reynolds et al. (2001) suggest that such things as careful planning during the doctoral dissertation process, and collaborative relationships with colleagues can help to avoid burnout. Also, it has been noted that learning and pedagogical journals are an excellent place for newer faculty to build their research credentials and to demonstrate AACSB academic qualification (Urbancic 2009). On the critical subject of integrity, JAME's authors have provided a few additional insights. Elbeck (2009) presents an extensive survey of the literature and interviews with marketing journal editors to develop a typology of self plagiarism, offering guidance for scholars, editors, and reviewers. In a manuscript that isn't really about ethics and integrity, Urbancic (2009) nevertheless touches on the topic when he suggests that crediting of authorship is an area of ethical concern.

In the other two major marketing pedagogy journals, contributors have followed some of the same approaches as JAME's authors, and in other ways have pushed further. Content analyses (McIntyre and Tanner 2004), and summaries of productivity by authors, institutions, and disciplines, accompanied with statistics on behavioral variables like co-authoring and collaboration (see for example Hoverstad et al. 1995) seem to appear regularly in the journals. Polonsky et al. (2005) address several important questions about how our discipline values our productive output, suggesting that innovative research is at a disadvantage, and that the emphasis on prestige in evaluating both our journals and our institutions – despite the inconsistencies and general unreliability of the process – ultimately limits academics and their institutions in achieving their stated or implied missions and more seriously, their AACSB targets (Polonsky et al. 2005, p. 199).

Possibly the most significant efforts in this area, however, are manuscripts centered around personality variables and theoretical constructs. For example, the role of procrastination has been examined, suggesting that some types of projects (i.e., extrinsically motivated projects) are related to greater procrastination, and that the construct can usefully be subdivided into procrastination about starting projects versus procrastination in finishing them (Ackerman and Gross 2007). Perceived magnitude of tasks, normative pressures, and cultural factors not only affect academics' motivation to begin and complete projects, they also affect the areas of study, which projects are chosen, how research streams are prioritized and sustained by academics. Self-justification theory and escalation of commitment have been used to model some of these effects, demonstrating, among other findings, the strong impact of senior faculty on younger colleagues, and the negative relationship between academic rank and new research projects (Sharma et al. 2006). These latter research avenues, with theoretical underpinnings based on validated constructs hold great promise for the advancement of our knowledge of the social and psychological dimensions of research and publication. We would strongly encourage contributors and readers of JAME to continue in these directions.

Research in Professional Development: Workspace and Career

A third area relative to professional development that JAME's contributors have covered might be broadly classified as workspace and career issues. Pettijohn et al. (2005) provide a unique perspective on the challenges and opportunities facing those academics whose personal and professional lives are intertwined, as in the case of a husband and wife working in the same academic department. Although the manuscript is likely to address the needs of a narrow audience, suggestions for couples and administrators do provide insights on balancing work and family.

The balance of roles and responsibilities as individuals interact within the academic department is the subject of another stream of research with important insights regarding the role of department chair. Aggarwal et al. (2009) make the case that the marketing department chair experiences numerous stresses: *administrative stresses* relating to lack of skills and abilities to perform administrative functions, and *academic stresses* deriving from the lack of time to maintain the chair's faculty status, all in addition to the challenge of balancing these roles. Another study reports similarly that department heads make as many as four-fifths of the administrative decisions in colleges and universities, although the majority of department heads report in a survey having received no training by supervisors or colleagues, either prior to becoming chair or during their tenure as chair (Trocchia et al. 2003). As it seems clear from a review of the literature, our department chairs have a plethora of responsibilities, but we don't have good measures of "what a good marketing chair is" (Trocchia et al. 2003) and attempts to alleviate the stress for the foreseeable future may be checkered, at best. One extremely important dimension of chair performance has to do with interpersonal responsibilities of the chair: one survey finds that marketing chairs treat their "faculty developer" role as their most important responsibility (Aggarwal et al. 2009). In addition Trocchia et al. (2003) identify a department chair role that they say has not received enough attention in the literature – the role of *diplomat*.

Elsewhere in the literature, scholars have examined structural and perceptual variables as they impact marketing departments. Kamath et al. (2004) discuss the phenomenon of "named marketing chairs" at colleges and universities, establishing the prestige these confer, and pointing out some of the determinants of "winning" named chairs: such things as publication records of individual faculty, marketing's relative lack of discipline-specific sponsors (compared with, say, accounting), and the nature of the institution (state schools attract more named chairs than small private schools). In a survey dealing with faculty perceptions and department structure, Neese and Batory (2005) compared "marketing only" departments with "merged marketing departments" (e.g., management and marketing departments), finding that faculty members in both types of departments are generally satisfied with peers, but concerned – in the case of merged departments – about effective functioning of the department, about autonomy and access to resources. In "marketing only" departments, the concern was about loss of specialization and expertise in marketing, and that marketing students have better career opportunities when their major is housed in a marketing only department.

Weilbaker (2004) uses personal selling as a template to discuss the issues and implications for marketing departments considering the adoption of a specialization, for example, research, retail, advertising, or a sales center. The benefits to faculty are numerous, including greater access to practitioner support, but again, as the author acknowledges, the audience for this type of research is limited to institutions with the desire and resources to build up specialized programs.

As noted in the earlier discussions of the teaching and research functions, we believe that our field has numerous fertile areas for future research concerning workspace and career aspects of professional development, and that contributors to and readers of this journal will be well-served to expand our knowledge in these topics.

DISCUSSION

Professional activities carefully planned and systematically cultivated can add value to educators, administrators, researchers, and to students as well. Membership in a professional organization, for example the Marketing Management Association, serves to enrich the academic's professional life in numerous ways. Serving as an officer of an organization, or playing a significant role in an academic conference, such as track chair, session chair, discussant, or panelist confers many of the experiences central to professional development. The following is a discussion of the professional development process, drawing on an established framework from the literature which addresses one component of PD – research and scholarship – and can profitably be extended to the larger view of PD, encompassing teaching, workplace relations, as well as administrative and career development.

A Framework for Enhancing a Faculty Member's Professional Development

Building upon the work of Bland et al. (2005) in presenting a model for a research-productive academic organization, the following framework for professional development within an entity (i.e., higher education) would consist of the following areas:

1. The characteristics of the individual faculty member.
2. The structure/environment in which the faculty member finds himself/herself, including mandates by external accrediting bodies.
3. The leadership of the organization and its impact on the faculty member.

This framework is similar to models of leadership, especially one purported by Hughes, Ginnett and Curphy (2009). In such a model we would view the dynamics of the interplay between the leader(s), the follower(s) and the situation. In a leadership model, this perspective would place the individual faculty member as a "follower," the structure/environment as the "situation" and the "leader" as roles of department chair, dean, chief academic officer or other leaders within academic or professional organizations.

Characteristics of the Individual

An underlying factor which would relate to a faculty member seeking to enhance his/her PD would be the extent to which the individual was socialized within the organization and understood the values, norms and expectations and even sanctions affecting his/her developmental path. Presumably these contextual influences will contribute to internal drive and motivation to advance one's professional development. In addition, an individual may at the same time be focused on external activities such as attending regional, national, or international conferences and collaborating with colleagues from outside their home institution or an individual may emphasize activities within one's own organization such as curriculum planning or institutional governance or a combination of external and internal activities. In any of these cases, the individual brings content knowledge of his/her research area and experience and skills related to research. Furthermore, the individual brings content knowledge of courses he/she is assigned to teach and some level of experience and skill in teaching techniques (Bland et al. 2005).

Exchanges such as these, where the faculty member contributes value to colleagues, organizations, and professional groups, are analogous to our expectations of students; that is, we encourage them to belong to extracurricular groups (Peltire et al. 2008), to give and to bring, not merely receive, because learning and development take place on each side of the exchange. Active learning – and thus PD – through engagement in the activities noted above is thus enhanced for the faculty member much as it is for students with experiential exercises.

Structural and Environmental Dimensions

According to Clark and Lewis (1985), of all the factors that impact a faculty member's productivity, none are as powerful as his/her working environment. Bland et al. (2005) identify institutional attributes that facilitate research productivity: recruitment and selection, clear goals, culture, positive group climate, mentoring, communication, resources, work time devoted to research, diversity of expertise, rewards, professional development opportunities proactively offered to members, and decentralized organization. Although these are construed to enhance research productivity, this set of factors can be extended to encompass professional development in teaching and administrative functions. For example, mentoring of beginning and mid-level members is important in encouraging one's development as an effective teacher or development into an administrative role (Trocchia et al. 2003; Aggarwal et al. 2009).

Clearly, resources for supporting PD are essential; these can include monetary resources, appropriate facilities, training opportunities, and people-based support such as research and teaching assistants and technical consultants. From a behavioral perspective, the value of rewards cannot be overstated. Rewards for achieving appropriate levels of PD outcomes can include money, promotion, recognition, and new responsibilities (Bland et al. 2005). Promotion and tenure criteria can be written to value the importance of growing as a professional in the roles of a professor (teaching, research and service).

Bland et al.'s framework (2005) also positions communication as a factor which enhances research productivity, and communication can easily be linked to a fuller view of PD for teachers and administrators as well. They cite a number of studies which point to a positive correlation between communication among researchers and their productivity. Their review relates to how a department can promote "open, substantive internal communication" within the local work environment and how a department can facilitate their faculty's substantive communication with external colleagues (professional networks). A review of professional academic networks by Hitchcock, Bland, Hekelman, and Blumenthal (1995) concluded that faculty who have strong communication ties with their professional network enjoy numerous favorable results in some areas addressed above: (1) in terms of scholarly activity, they produce more and better research; (2) in the workplace they are promoted more quickly; (3) they are more likely to receive distinguished awards; and (4) they voice a higher level of satisfaction with the work itself. The values of collaboration in building a research agenda have been purported by Reynolds and Arnold in a 2001 JAME article; the power of collaboration and networking as a regimen for professional development is an area which we believe will receive increasing attention.

Accrediting bodies such as AACSB International have standards for member institutions which mandate that academic qualification requires a combination of degree completion supported by a series of activities to maintain currency in a faculty member's teaching responsibilities. This type of standard brings to the forefront the need for faculty members (whether "academically qualified" or "professionally qualified") to engage in PD activities regularly and to stay up-to-date throughout their careers (Smith, Haight, Rosenberg 2009). In a survey of 41 business school deans, Koys (2008) attempted to determine the relative importance of various PD activities and academic outcomes as they relate to rating a faculty member as being academically qualified or professionally qualified. Many of these activities relate to involvement and service to academic and professional organizations.

Leadership Dimensions

Leadership can be viewed in the traditional sense, from the level of department chair, dean, provost, and university president; alternatively it can be viewed in terms of leadership roles within academic and professional organizations. Other examples of leadership abound and may include: senior faculty mentors who can be viewed as having informal leadership roles, committee chairs; officers and board members of professional organizations, faculty mentors of student organizations, those who serve on an advisory panel for a local business, civic, or community organization, etc. Arguably all of these forms of leadership contribute directly or indirectly to the professional development process.

In general, the closer the leader is to the review and evaluation process of the individual faculty member such as serving in the roles of department chair or senior faculty mentor, the more likely the leader will have substantive influence in providing guidance to a faculty member. Leaders within the academic institution would be expected to set clear goals and to create a culture that values PD opportunities. They would be expected to create and maintain a fair process of providing opportunities for PD and develop a fair method for rewarding individuals who engage in PD activities.

Leaders in academic organizations and professional organizations should recognize their roles in providing PD opportunities to members and prospective members. Many of these types of organizations are volunteer-based and therefore often suffer from inconsistent implementation of their programs and communication. However, the volunteer nature of organizations such as the Marketing Management Association offer a wealth of potential leadership service roles within their ranks (reviewer, session chair, discussant, track chair, board member, editor, publication council member, committee chair, officer). Leaders of such academic bodies have an important role to play in facilitating opportunities for research collaborations and professional networking among their members.

Perhaps no other area within the leader's domain of responsibility requires as much time and effort as the goal of improving institutional effectiveness. "Effectiveness" may be operationalized in any number of ways; we suggest here two primary dimensions:

1. improving the ethical profile of our institutions, our curriculum, and the practitioners we train, and
2. responses to emerging challenges facing higher education, including declining funds, rising expectations and rapidly developing technology impacting the dissemination of knowledge.

Such initiatives and on-going programs are immediately relevant to guiding professional development activities of faculty. For example, the area of ethics education in colleges of business has been elevated in the recent decade by professional organizations, employers and academic bodies. Beyond ethics curriculum initiatives, AACSB International expects member colleges of business to develop guidelines of ethics for faculty, students and administrators. In some institutions, faculty are expected to demonstrate in annual activities reports how they address ethical issues in their courses. The embodiment of ethical leadership by business schools was depicted as a "Model of Ethical Capacity" by Thorne McAlister (2004). This concept describes the ability of a business school to integrate an ethics perspective into its programs and processes in an effective and sustainable manner. It would appear that professional development activities in the areas of ethics education and development of a culture of ethics would be worthwhile; despite nearly 30 years of academics' attention to the subject of ethical conduct in business, it's difficult to discern the effects of our labors. We must redouble our efforts, and the *Journal of Advancement in Marketing Education*should play a large role in the effort.

With respect to the second dimension of "effectiveness" noted above, George Mehaffy, Vice President of Academic Leadership and Change for the American Association of State Colleges and Universities issued a call to respond to public higher education's "crisis of imagination and adaptation" in recent remarks (2010). He explained that in the 21st century "three forces – declining funding, rising expectations and rapidly developing technology – will profoundly challenge public higher education" forcing us to rethink faculty roles. Instead of focusing on delivering content which is readily available to students via the web, we should focus on the work of designing learning environments. This will require a major revision of institutional structures, as well as policies and practices which directly involve faculty and their work.

Also required will be development of new models of course design, often called "course re-design" and can involve "reduced seat time, student-centered learning, undergraduate research, and project-based learning" (Mehaffy 2010). The use of technology in teaching and learning also plays an important role in the development of new models of instructional design. Mehaffy's call to respond to this crisis can serve as a guide to PD activities by marketing educators. For example, Kaplan et al. (2010) discussed the integration of a particular type of technology, educational blogging, into understanding the marketing experience and building marketing skills. Hansen (2008) compared online and traditional course delivery methods to assess applied learning in Principles of Marketing courses.

CONCLUSION

As we noted in the first part of this article, there exist ample opportunities for research into PD. Whether the topic is re-conceptualizing our responsibilities as teachers and active learners, and our expectations of the same in our students, whether the discussion centers around scholarly productivity, or the career and workspace, or new challenges facing administrators at our institutions, we should issue ourselves the same challenges we lay down for our students: to become active learners ourselves, and to pursue all means of professional development to more effectively create and share knowledge.

Among the areas which we feel should be explored, beginning with teaching, we would include: if we are genuinely committed to developing a "learning orientation" in our students (Duke 2002), we'll need more information about active learning. How do we effectively assess the depth/quality/amount of learning? Will the same learning objectives used hitherto be appropriate going forward? Who will do the assessment? Teachers, peers, and/or practitioners? Many if not most of our institutions are striving to meet the accreditation requirements of AACSB International, and will need to understand how best we can reconcile our "active learning" initiatives with the AACSB goals currently in place. Answers to these questions may be drawn from research or from direct experiment. The latter will perhaps reveal more about course redesign concepts as we strive to understand how to deliver an optimal blend of electronically-delivered curriculum with face-to-face experiences in the classroom, and with extracurricular activities in the field.

In terms of research about activities and practices of faculty scholars, we have been actively examining the "whats" for far too long – what journals/authors/institutions are addressing what topics – and doing so in a mostly descriptive sense. We must re-commit ourselves to the kind of theory-driven research we do in the areas of consumer behavior, promotion, and marketing strategy, for example, and focus more on the substantive theoretical questions: what other motives (if any) exists for researchers besides promotion and tenure? What are the intrinsic motivators? What are the factors which allow researchers to successfully integrate their research and teaching? What factors allow them to make their research relevant and appealing to students? What is the psychological style, or the personality traits of effective researchers? The answer to these and other questions will improve retention of tenure-track faculty, the recruitment of new faculty, as well our ability to train succeeding generations of scholars in our doctoral programs.

And finally, we believe that more research is needed to help faculty and administrators chart the course for their future professional development, especially as concerns balancing such things as administrative and faculty responsibilities and balancing service activities with that of teaching and research obligations. Research could provide guidance on types of service activities throughout a professional career as a professor and potential administrator in higher education. What types of service activities are valued (internally and externally) at each stage in one's career from entry to near retirement? Is there a difference in perceptions of PD activities related specifically to one's discipline versus enhancing overall teaching techniques? Is there a difference in perceptions of PD activities which are conducted online versus face-to-face? There is something to be said for building equity in one's organization to the point of being perceived as being "indispensable." To what extent does attaining such a valued position of equity relate to exerting leadership behaviors and growing in the profession?

Perceptions are often based on the professional networks one has developed which in turn will impact evaluations for promotion and additional opportunities for recognition or service. As past officers of an academic organization, we have some experience with the development of our professional networks within the membership and would like to provide a perspective on the value of such. One of the most important dimensions would be to what extent can the academic organization provide you with the development you are seeking; such as locating those with common research interests and/or assistance with enhancing your teaching techniques. Another important factor would be to what extent does your department offer "preferences" on your involvement with academic associations. Some institutions may insist on involvement in large organizations such as the AMA. Some departments want to spread faculty among a number of organizations so the collective department is represented across academic societies. Organizations that publish respected refereed journals would hold more esteem than those which do not. Some want deep involvement and that may be more easily achieved with smaller organizations. Small to mid-size organizations can often lead to a faster track to the officer ranks; enhancing one's opportunity to be a "big fish" in a more manageable "pond."

It is important to "check out" the academic organizations of interest. Attending a conference they offer would be the most important way to view the organization and its leaders/members in more depth. Organization websites and publications provide some insight into the organization and can be useful to determine their mission, goals, activities, and possible avenues for involvement. Asking senior faculty at one's home institution about the current reputation of an organization would provide perceptions of a faculty member's important opinion leaders, even though those opinions may not be based on "reality" and may be biased. In general we would advocate attending a conference or workshop which the organization sponsors in order to obtain a clearer and deeper understanding of the organization's members, leaders and activities.

In order to truly gain the value of membership in the organization and to reap the rewards of enhancing one's professional and research network, it is advisable to make known your interests in serving to an officer or program chair at a conference. Early career professors can easily take on responsibilities of serving as a reviewer, session chair or discussant. It is important to note that when one takes on a job, performance is often evaluated by the organization's leaders, thus only accept and volunteer for positions that can be well performed. Another way to network would be to participate in the question and answer sessions of the conference presentations. Often like-minded professors find common interests this way. Obviously, engaging with members and leaders of the organization at social activities is an advisable path to broadening one's professional networks. Outside of conferences, volunteering your services in entry-level roles by email would be acceptable. Positions of leadership within the organization are based on performance in prior roles so establishing a "brand" of effective leadership within the organization in a variety of roles can enhance your reputation but more importantly, can enhance your professional and administrative skill-set. There are costs of time associated with leadership roles and it is important to know how to balance those with other faculty responsibilities. The rewards for such involvement include an enhanced professional network which can enhance teaching performance and research productivity, potential offers for a career move (horizontally or vertically), opportunities for recognition among peers outside your home institution, and life-long friendships.

Someone once said about selling: "Selling is the easiest job in the world if you work hard, and the hardest job in the world if you like to work easy." The key to this apparent contradiction is that the effort is self-sustaining, and that rewards and the marginal benefits gradually begin to outweigh the marginal costs. In our roles as teachers, researchers, and administrators, we have before us the plan we need to improve that same balance of costs and benefits, and we know it as Professional Development. Let us hope that the *Journal of Marketing Education* will be a constant resource for active learners everywhere.

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