

THE NEW JOB DESCRIPTION FOR MARKETING FACULTY

Norm Borin, California Polytechnic San Luis Obispo

ABSTRACT

As we enter the 21st century, faculty are faced with a variety of challenges that will redefine their roles in the educational process. Whether these challenges come from new technologies, government, students or business, faculty must be prepared to change the way they approach their jobs. In this paper, we first describe the factors that are either forcing or creating a need for change. We then focus on the numerous changes that a faculty member will need to make in time allocation and job performance. Though these changes will eliminate some of the academic freedoms we are used to they are necessary to prepare ourselves for the new expectations and demands of our constituents.

INTRODUCTION

New and different technologies, stagnant or reduced government support and changes in our key constituents, are some of the many environmental forces that challenge faculty today. Rising to these challenges will require a radical restructuring of the time allocated to current tasks and will not be easy; but those faculty who ignore the challenges and fail to adapt to the changes they bring will find it increasingly difficult to perform at expected levels of competency. In contrast, the many new and different rewards systems taking place throughout academia will recognize those who are proactive and accelerate the change process.

Based on the various challenges facing our discipline, this paper presents a view of what a marketing faculty member should be in the future. First, we describe the many factors that are either forcing or creating a need for change. Next we move into a discussion and take a strong stand on the changes we recommend faculty make. Given differing institutions and faculty characteristics not all changes can be made by all

faculty. However, there is a definite need for the majority of faculty to at least understand that change is imperative (AACSB 1996). Finally, we discuss the role that administration must play to facilitate these changes and allow faculty to succeed in the next millennium.

Why Is Change Important?

1. In a dynamic business environment with business processes changing constantly, our approach to research, teaching and job structure cannot be expected to stay static. Yet academia, B-Schools included, are among the slowest institutions to adapt and change (Guskin 1996).
2. We play multiple roles in student lives – beyond that of instructor. Students see us as mentors, friends or experts in our field. Many see us every day of the week and come to us for advice on classes, careers, or personal decisions. Faculty must be responsive and be able to adapt to changes in this, our most important target market.

3. Decreasing budgets and increasing scrutiny from bodies such as the government, private donors, and the general public have forced many colleges and departments to reanalyze resource allocations (Guskin 1996). In order to satisfy new pressures placed on them, faculty must change the way they spend their time.
6. Students typically are older and have more work experience (Buzzell and Sisocia 1997).

Environmental Issues

Technology. New technologies have opened up forms of education distribution that were not practical until now. Universities all over the world are beginning to offer classes through distance learning. Whether this is through the web, videos or other means, students can now earn credit without ever visiting the university (Adelman 1999). Some companies are now offering packages of lectures featuring outstanding teachers from throughout the world, while individual faculty copyright and/or sell their classes.

There is an increasing quantity of software available for faculty to use in both their research and teaching. Unfortunately, although the software is becoming more useful it is becoming more complex and takes longer to learn. Companies now expect students to come out of college computer literate and knowledgeable about many types of software (Borin and Watkins 1998).

1. Many students have traveled extensively – including time spent overseas (Desruisseaux 1998).
2. Knowledge and use of computers and other technologies is much more widespread. A great many students come to campus with their own computers and/or have their own personal web sites (Plater 1995; Fallik 2000).
3. Today's student has been raised on television, video games and the interactivity of the computer (Smart et al. 1999).
4. With the failure of the public school system in many parts of the country, the quality of undergraduate students has declined, with many lacking basic language and mathematical skills (Buzzell and Sisocia 1997).
5. With rising tuition and other education-related costs, students are demanding more return on their dollar including better facilities, equipment and most importantly, faculty who are well trained and capable of teaching skills that are current and transferable to today's workplace. Students will demand far more application and less theory which will create a need towards the teaching and use of marketing tools (Kelley et al. 1998; Smart et al. 1999).

Information. The amount of information available continues to grow exponentially due to increasingly sophisticated data gathering techniques such as kiosks and interactive media. Data delivery systems such as the web or CDs allow faculty to collect information that was previously unavailable or very difficult to obtain.

The number of business academic journals has increased from approximately 275 in 1981 to close to 1000 in 1997/1998 (Cabell's 1981, 1997/1998). Although this increases the number of outlets for faculty to publish in, it also increases the difficulty of staying current in one's area.

Demographic. In some parts of the country, a tidal wave of undergraduate students will place great strains on the university systems, as public universities will be forced to handle an increased numbers of students without significant increases in their physical plant and operating budgets.

Within a decade there will be an estimated 2 million more undergraduate students in the system than there are today (Adelman 1999).

The ethnic makeup of the student body has also changed. From 1981 to 1995 the percentage of students who identify themselves as Caucasians has decreased from 82 to 73.7 percent (U.S. Census Bureau 1998).

The demographic makeup of the faculty is changing as well. Currently, one-third of all faculty are 55 or older with the majority expected to be over 60 by the year 2000 (Burkins 1999; Edelson 1992). Although some faculty may choose to teach longer there is a strong possibility that there will be a widespread shortage of qualified instructors within the next decade.

Globalization. With business becoming increasingly global, experience in and sensitivity towards other cultures becomes increasingly important. Business schools have responded to this situation by increasing the number of joint ventures and alliances with schools outside the U.S. and by increasing the number of opportunities for students to study abroad.

Government. Most state universities will never see the days again when the government funds the majority of their expenses. In 1995, the Select Committee on Higher Education held hearings on issues such as faculty teaching loads, sabbaticals and travel expenses. The committee leadership said that faculty were paid too much for too little work (Clausen 1996). Over the next few years we can expect greater governmental scrutiny in the internal affairs of colleges while at the same time budgets either remain stable or decrease (Healy 1995). This will increase the need for doing more with less and will further increase the examination of faculty workloads. Many faculty are seeing both their class sizes and number of classes taught increase, while teaching assistant hours and travel allotments go down (Altbach and Lewis 1992; Richardson 1999). Curriculum is often revisited as colleges re-examine and attempt to weed out unnecessary or

duplicate classes. Pressures will mount on universities to demonstrate that effective student learning outcomes are being achieved in a cost-effective manner.

Social/Ethical. Whether it is due to changing norms in society, an increased pressure to perform or lack of respect for universities and/or faculty, many schools are reporting a rise in the levels of cheating whether in or out of the classroom (Schevitz 1999). Although it is difficult to draw a direct link, students who cheat in the classroom today, may be more likely to "cheat" in business tomorrow.

With the increased scrutiny of faculty workloads, the value of much faculty research, and indeed the role of research in universities, has come under increasing attack by the mass media and the public (Buzzell and Sisodia 1997).

Competition

Competition for both undergraduate and graduate students is increasing. For-profit universities, such as the University of Phoenix, will increasingly compete for students, and at the same time offer funding agencies visible examples of low-cost, efficient educational institutions that are user-friendly and market driven. We can also expect these schools to expand their efforts in in-house education programs for companies and in non-degree executive education. Schools with good reputations and high name recognition will attempt to increase their revenues by offering programs to increased numbers of students, primarily through distance education. These efforts will include both degree and non-degree, i.e., executive programs (Buzzell and Sisodia 1997).

Changing Role of Marketing Within Business

In many ways, marketing is a victim of its own success. Through the years marketing has evolved from focusing on the production of great products, to selling whatever is produced to our

current state of focusing on consumer needs. All efforts within the company are directed at not only attracting new customers but satisfying current ones. As the marketing concept becomes pervasive throughout the organization, there is less need for a fully staffed marketing department (Greyser 1997).

Job Related Issues

Tenure. Many schools are beginning to revisit the traditional retention/tenure/promotion of academia. Recently schools such as Boston University have offered faculty members higher salaries by accepting multi-year contracts in lieu of tenure. The Minneapolis College of Art and Design offers faculty substantial salary increases in return for a contract terminable without cause (Finkin 1997). The concept of tenure has come under increasing attack, and we can expect further pressure and restrictions on tenure as we know it (Magner 1998; Leatherman and Wilson 1999; Richardson 1999; Schmidt 1998).

Rewards for Performance. In many universities, salary increases are increasingly tied to performance. Chancellor Reed of the 22-campus California State University System supports the position that 40 percent of all faculty raises be allocated to faculty who meet specific performance levels. In order to receive a portion of this pool, faculty must demonstrate strong performance in the traditional areas of professional development, teaching and service.

Integration. As companies increasingly move away from functional structures, some schools have also moved towards removing the walls we have set up between business disciplines. Many schools such as Case Western, the University of Tennessee, the University of Denver, and California Polytechnic have developed either individual courses or complete curriculums that are cross-functional (Buzzell and Sisodia 1997).

Increase Number of Part-Time Instructors. As costs increase and governmental budget

allocations stay fixed or decreased, many universities have increased the use of adjunct instructors. One estimate suggests that part-time and adjunct professors make up 50 percent of all those working in academe (Hickman 1998). This trend suggests that governments and university administrators are saying that there are limits to the need for research and scholarship in many areas, and that what is really needed is teaching; and this can be accomplished less expensively through the use of part-timers.

FACULTY IN THE FUTURE

How will faculty deal with this changing world? What types of new behaviors and activities will be required? What changes should faculty begin to embrace now before new ones are imposed on them? We will offer our suggestions under the traditional headings of teaching, research, and service, adding some thoughts on the general area of faculty development.

Teaching

Teaching Internships. Students demand faculty who are current in both content and pedagogy. One possible solution is to require that all faculty be required to have taught under the complete or partial supervision of a teaching mentor prior to accepting a tenure track position. Few doctoral programs have pedagogy classes and new faculty are literally thrown to the wolves without any guidance on how to teach or structure a class (Gaff and Lambert 1996). Coursework in teaching must become part of every doctoral program. It has also been suggested that doctoral students might be required to have a minimal level of business experience before acceptance to the program (AACSB 1996).

Teaching Improvement. Faculty with low teaching ratings, measured by a combination of student evaluations or peer review should be strongly encouraged to attend teaching improvement seminars. Many universities offer these as either brown bag sessions dealing with specific

topics or as quarter/semester long courses. Departments should also hold periodic seminars on teaching topics e.g., evaluation tools, workload, and pedagogical techniques. These types of teaching improvement sessions have been developed in some doctorate programs (Gaff and Lampert 1996). When individuals cannot or will not improve over time the existing tenure system must be modified to permit universities to remove these faculty from the institution.

Year Round Teaching. Fiscal pressures and increasing numbers of undergraduate students will force many universities to move towards year-round operation. Where this occurs, faculty should be able to elect to teach full-time year round and minimize their research requirements. In other cases, many faculty will be required to rotate through summer sessions. Certainly, the move to year-round operation will eliminate the summer as a period during which research work can be done without the pressure of other work.

Self Paced Learning. The "class" may well disappear as a standard measure of faculty workload. Faculty should be held responsible for seeing that certain learning outcomes are achieved by a given number of students. Faculty will need to structure their instructional work so that students can proceed at their own pace. Thus, above average students can be consistently challenged while weaker students are not overwhelmed. This can be accomplished by providing introductory materials on-line or by using CD-ROM technology, which would free the instructor from reviewing basic material and allow more time to be spent with individual students and groups of students.

The increased focus on student learning implies a much greater emphasis on the student role in the education process than is currently the case. Given the increased need to demonstrate student learning, faculty will need to find ways to increase student commitment to the learning process, including behavioral contracts and stricter attendance requirements.

Integrative Teaching. The use of cross-functional teams in industry demands that business schools produce students who understand how all the functional areas operate in a coordinated fashion to ensure organizational success. Many colleges have responded and created integrated curricula (Buzzell and Sisodia 1997). The need to effectively demonstrate how the marketing function works with other functions in the organization will not go away, and marketing faculty will need to work with faculty from other business disciplines to develop materials that will allow students to learn how to operate in a cross-functional business environment. Faculty should be encouraged to increase their usage of integrative tools such as cases and cross-functional computer simulations. Faculty should be required to periodically teach a course or part of a course with members from other disciplines.

As the use of the Web becomes more widespread, the need for more interaction between marketing faculty and faculty from computer science and computer engineering becomes more obvious. Developing and using more effective marketing information systems requires similar increased interaction.

If the marketing concept has indeed become pervasive in organizations, then we must insure that each and every student who would work in those organizations after graduation has a fundamental grasp of the marketing concept. This means, of course, that marketing faculty in schools that are concerned about the employability of their graduates must place increased emphasis on the basic marketing courses that all students must take. Some of this effort will take place in integrated curricula, but where it does not, the basic marketing course must become the preserve of the best and brightest full-time faculty.

Curriculum. Employers will increasingly value graduates who have the capacity to be effective immediately upon joining the organization. Thus, the curriculum of tomorrow will need to place as much emphasis on application as

theory. To maximize learning, students will need opportunities to apply the concepts they learn, and to apply them immediately and repeatedly. The curriculum will also have to provide students the opportunity to develop skills such as problem-solving, critical thinking, and teamwork. The days of teaching from textbooks and using multiple choice tests must end. All faculty should be encouraged to incorporate hands-on client based projects within their classes.

Research

Faculty in many schools will no longer have the luxury of engaging in undirected, unconstrained research. First of all, the pressure for efficient education and increased student learning will require faculty to spend more time on students. Secondly, as schools become niche players, all faculty will need to show how their research will help the college achieve its goals.

Applied Research. Pressures on universities to become more relevant and useful will increase. Each faculty member will be required to publish articles in trade journals or other non-refereed managerially focused publications. Faculty must clearly demonstrate the value of their research to business or other organizations, and show how the research findings can be implemented.

Research Partnerships with Business. One of the functions of research is to insure that faculty are in touch with and part of developments in their academic specialty. The increasing focus on the usefulness and applicability of research demands more research partnerships between universities and business. In some cases, such partnerships can provide opportunities for students to engage in hands-on learning. In others, they might provide for the development of teaching materials as well as faculty learning. One of the barriers to these types of partnerships has been the reluctance of universities to agree to work in situations where the research findings may be regarded as proprietary. Similarly, such research has often not been regarded as bona fide scholarly activity. For such research partnerships

to occur and be successful, the academy must change its attitude and behaviors in this regard.

Integrative Research. Just as the curriculum faces pressure to be truly integrated, marketing faculty will face demands for functionally-integrated research. This suggests that marketing faculty must seek out research partners from other functional areas, and that schools require faculty members to periodically co-author articles with faculty from other areas.

Service Through Community Activity

Most universities evaluate faculty on the basis of research, teaching and service with the latter being primarily a function of university or department committees. However, consistent with many companies adopting the concept of social marketing, i.e., making decisions with the public interest in mind, we advocate that community service not only be considered an equal “partner” in the service component but become a required activity. This community service can be accomplished in a number of ways:

1. Advising student projects that assist local private or non-profit companies.
2. Periodic free seminars put on for local business owners, perhaps set up with the local chamber of commerce.
3. Faculty service on boards of directors of non-profit companies or cultural organizations.

The benefit to the community is clear but faculty will also gain new insights into real life problems and issues. All too often we teach theories that cannot be applied or applications that will only work in a perfect world of unlimited resources and information. Faculty community involvement is the norm in Europe which has been instrumental in gaining visibility for academia (Clausen 1996). This type of interaction can also educate and continue to reinforce the importance of the marketing function in any firm.

Faculty Development

Faculty must consistently strive to stay at the forefront of not only their fields but business and society in general.

Cultural Awareness. As the student body becomes more diverse faculty must be adept at handling a variety of cultural norms. A faculty member can select from a number of possible methods to insure this:

1. Teach at least one quarter every three years in an overseas university.
2. Become a co-advisor for a minority club on campus.
3. Host a foreign student.
4. Teach a distance learning class with overseas students. The University of California at Davis has one such program in which over 200 Irish students complete their coursework from Ireland (Keogh 1999).

Industry Contact. In order to avoid ivory tower mentality it is essential that faculty stay in touch with corporate realities. One solution is to encourage faculty to periodically participate in one or more of the following:

1. Faculty internships similar to those offered through the Advertising Education Foundation.
2. Write and publish case studies.
3. Teach cases.
4. Mandatory sabbaticals. Not all faculty currently take sabbaticals. Faculty should be required to take a sabbatical leave every six years, with some portion of that sabbatical involving work at or with a profit or non-profit institution.

5. Joint research project with a company as discussed in prior section.

Professional Standards. Many faculty spend time with students discussing the importance of professionalism in the work place. Yet some faculty fall short of real professionalism themselves. Faculty show up late and unprepared for class, miss office hours, dress slovenly, and speak disrespectfully of and to their colleagues and students. Perhaps this is the ultimate downside of the tenure system. Faculty in schools and departments need to take time to work out, clearly state, and support the enforcement of professional standards in the daily conduct of professorial work. Along with this, faculty should be required to spend a minimum number of hours per week on campus – beyond office hours and class time. This time can be devoted to interacting with students and/or colleagues.

THE ROLE OF ADMINISTRATION

The coming years are clearly going to put more pressure on faculty, and those pressures must be both shared and mitigated by university administrators. Without the adequate support of administration, many of the recommended changes cannot be accomplished. Given the large number of changes advocated here, there is likely to be considerable faculty resistance. In addition, junior faculty may be quite vociferous in their objections due to possible incompatibilities between the changes outlined here and the traditional expectations of the tenure process. Thus, faculty and administration must work in concert to develop a system of rewards that motivate all faculty to adopt many of the aforementioned proposals.

Reward Systems

Reward systems will have to be reworked, as the days of expecting all faculty to be effective at all tasks will disappear. Faculty must be allowed to select their own area of focus, e.g., teaching

and the development of devices and techniques for effective learning. The area of focus should be allowed to change as an individual progresses through his or her career. Thus, a junior faculty member can be allowed to emphasize research and teaching during his/her probationary period. We believe that to be successful, such a system needs to:

- ◆ Drive the college toward its goals.
- ◆ Minimize paperwork.
- ◆ Allow faculty and lecturers the freedom to choose the method by which they feel they can best contribute to the goals of the College. For example, as discussed in prior sections, faculty may choose any number of ways to achieve cultural awareness but this should be built into the rewards system.
- ◆ Get faculty buy-in throughout the development process.

Each faculty member would be required to submit an activity report outlining his/her accomplishments in teaching, professional development (PD), service. Possible activities would now include the suggestions discussed in this paper. Faculty development, as described in the prior section, would be included in one of these three areas. A key feature of this new rewards system would be that each faculty member be

allowed to select the percentage of his/her performance that will then be used to calculate an overall score. The actual percentage categories a college allows should reflect its overall focus i.e., teaching or professional development. Table 1 provides an example for a school that emphasizes teaching: (note: even at this school a faculty member may choose to have 40% of their evaluation be based on professional development).

Each of the three areas is broken up into a quantitative and qualitative component and rated on a 0–4 scale, with 4 representing excellent performance. A zero score would be received if the faculty member does not meet established minimum expectations the college sets. A weighted sum, using the table above, is then calculated for each faculty member to arrive at a total score. Faculty would be ranked in the order of their final score.

Teaching effectiveness would be composed of both a quantitative and qualitative component. Teaching effectiveness' quantitative score would be calculated using a spreadsheet that lists student evaluations over the most recent two-year period. Number of classes, course preps, average grade point in class and number enrolled would be used to make adjustments to these numbers. Qualitative measures of teaching effectiveness would be determined from a narrative that allows each faculty member to discuss achievements for the prior and future teaching plans and develop-

**TABLE 1
EXAMPLE PERCENTAGE ALLOCATION OF PERFORMANCE**

	Teaching	PD	Service
Emphasize Teaching	70%	20%	10%
Emphasize PD	40%	50%	10%
Emphasize Service	40%	20%	40%
Dual Emphasis: Teaching & PD	55%	35%	10%
Dual Emphasis: Teaching and Service	55%	20%	25%
Dual Emphasis: PD & Service	40%	35%	25%

mental goals. These narratives would be used to help determine how well faculty were meeting the new directives outlined in this paper.

Due to lengthy publication cycles, a five year period of time would be used to evaluate professional development. Accomplishments and activities are placed into one of four categories (0–4 scale) based on their level of contribution. Accepted activities will be expanded to include types of professional development beyond research as indicated in the prior section. Faculty may provide a narrative that explains why they feel an outcome deserves to be placed in a specific category. Long-term goals are also discussed.

Service activities are listed for the prior two years. Information reported would include both the number of activities and the hours spent on each activity. Narratives may be included to expand upon both past and future plans.

We recommend that there be a two-stage evaluation process. Each area's department head evaluates the report and rates the faculty member. Then a committee of all department heads evaluates it. There should be opportunities for a faculty member to provide a rebuttal if s/he disagrees with the final score. The actual reward, of course, will be contingent upon funds available but could be traditional items such as travel, student help, teaching loads, number of preps. Although there will be a great deal of work the first time through, we believe that the time will required time involved will be reduced dramatically in subsequent years.

Committee Work

The demands from outcomes-based learning, year-round operation, and the need to stay current in a rapidly changing environment means that faculty time will be incredibly constrained. To provide the time necessary for critical tasks, faculty will have to abandon much of the committee work that consumes so much time, and the slack will have to be picked up by administrators.

Faculty cannot abandon their traditional role in peer evaluation and oversight of the curriculum, but the computer committee, the library committee, the commencement committee, the status of women committee all have to go. Administrators will actually have to make decisions in these and other areas and be held accountable for them. New ways of obtaining faculty input – most probably electronically – will have to be found

Other

Internship opportunities for both faculty and students, research partnerships with business, and an increase in community outreach will require the development of strategic alliances with enterprises of all kinds. The focus of much of the external interaction of administrators will have to shift from fund raising to opportunity-finding. The opportunity-finding activities will also have to focus on international opportunities for faculty.

Administrators are also going to take a strong stand against non-performing faculty who have retired on the job and students whose poor performance is the result of refusal to take an active part in the learning process.

SUMMARY

Much of what we see changing in the environment and in the expectations of the key constituencies of universities strongly suggests that universities and their faculty must become much less of an ivory tower and more connected to the real world. This will require dramatic changes in the manner in which faculty have become accustomed to operating. These types of changes must be pervasive throughout the university system and will unlikely be successful if only adopted locally. The future of the Academy is at stake. We must either change the way we operate voluntarily or have perhaps much more wrenching and dysfunctional change thrust upon us by government or – shudder – the market place.

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