

## Perspectives from Early Career International Business Faculty: Lessons Learned and Advice for Others

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The first days of a new tenure-track faculty position is a very exciting time. The thrill of the transition comes with meeting colleagues, decorating your office, and settling into a new home. However, many junior faculty members are unsure of what to expect and often experience imposter syndrome. The changeover also comes with a set of new tasks and responsibilities, all thrown at you at once.

*Perspectives from Early Career International Business Faculty* offers insights on time management, student engagement, expectations (versus reality), best practices, and overall advice. Specifically, this panel presented an open forum about the stresses of the new role from three professors at various stages in their careers. The panelists discussed topical subjects such as balancing research, teaching, and service, mental well-being, and student engagement during the COVID-19 pandemic. Key takeaways are outlined below.

A link to the full video can be found here:

[https://ciber.robinson.gsu.edu/perspective\\_early\\_faculty/](https://ciber.robinson.gsu.edu/perspective_early_faculty/)

<b>KEY TAKEAWAYS From Early Career IB Faculty</b>	
<b>Time Management</b>	<ul style="list-style-type: none"> <li>• Prioritize happiness and mental health</li> <li>• Structure time and activities</li> <li>• Set boundaries for time spent on teaching, service, and research</li> <li>• Allocate energy appropriately</li> <li>• Get support (e.g., parental support, outsource secondary tasks)</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Share personal experiences, humanize yourself</li> <li>• Be approachable, students learn better when you minimize power distance</li> <li>• Keep some formalities to maintain normalcy</li> <li>• Give resources and encourage interactions</li> <li>• Use "flipped classroom"</li> <li>• Be positive and focus on motivating students</li> </ul>
<b>Expectations vs. Reality</b>	<ul style="list-style-type: none"> <li>• Set expectations low</li> <li>• Prepare for new environment / culture / emotions</li> <li>• Understand university politics and don't get involved, there are often long histories attached to big personalities</li> <li>• It is quieter and lonelier than you might expect, many tasks are solitary</li> <li>• Be prepared to be overwhelmed, it takes time to learn the norms of a new environment</li> </ul>
<b>Best Practices</b>	<ul style="list-style-type: none"> <li>• Keep things simple</li> <li>• Break down responsibilities into small tasks</li> <li>• Find a senior mentor / colleague who you can trust</li> <li>• Make friends with administrators</li> <li>• Make progress every day (even if slow)</li> <li>• Maintain the time to keep yourself healthy, it increases your productivity</li> </ul>
<b>Overall Advice</b>	<ul style="list-style-type: none"> <li>• It's ok to ask for help</li> <li>• It's ok to say "no"</li> <li>• Be open to opportunities</li> <li>• Don't be afraid to make hard decisions</li> <li>• Be kind to yourself, it takes time to settle into your new home</li> <li>• Benefit from endless teaching resources (see below)</li> </ul>

**Useful Teaching and Professional Development Resources:**

- WSJ faculty resources: Weekly Review, WSJ Context, The Assessment Tool - <https://education.wsj.com/professors/>
- Coursera: <https://www.coursera.org/>
- Video resources to integrate for in-class applications and exercises:
  - CNBC: <https://www.youtube.com/c/CNBC/playlists>
  - WSJ: <https://www.youtube.com/c/wsj/playlists>
  - Business Insider: <https://www.youtube.com/user/businessinsider/playlists>

### Parental Support Groups During Pandemic

- Find local groups on social media
- For supporting kids during lockdown while working at home: <https://outschool.com/>

### Mental Well-Being

- Make Mental Health Your #1 Priority
  - <https://hbr.org/2020/09/make-mental-health-your-1-priority>
- Why a COVID-19 World Feels Both Tiring and Hopeful for College Students
  - <https://hbr.org/2020/08/why-a-covid-19-world-feels-both-tiring-and-hopeful-for-college-students>

### Student Engagement

- COVID-19 Remote Learning Transition in Spring 2020: Class Structures, Student Perceptions, and Inequality in College Courses
  - Gillis, A., & Krull, L. M. (2020). COVID-19 Remote Learning Transition in Spring 2020: Class Structures, Student Perceptions, and Inequality in College Courses. *Teaching Sociology*, 48(4), 283-299.
- Can We Talk About It?: Enhancing Student Engagement by Integrating Discussions of COVID-19
  - <https://www.facultyfocus.com/articles/online-education/online-student-engagement/can-we-talk-about-it-enhancing-student-engagement-by-integrating-discussions-of-covid-19/>
- Top Ten Ways to Engage Students in Deeper Learning during COVID
  - <https://www.aypf.org/blog/10-ways-to-engage-dl-in-covid/>

### Additional Resources

- Feibelman, P. J. (2011). *A PhD is not enough!: a guide to survival in science*. Basic Books.
- Jensen, J. (2017). *Write no matter what: Advice for academics*. University of Chicago Press.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.
- Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph. D. into a job*. Three Rivers Press (CA).
- Checklist for applicants on the job market: <https://s30876.pcdn.co/wp-content/uploads/How-to-Apply-for-an-Academic-Job.pdf>
- Academic job search site for the UK: <https://www.jobs.ac.uk/>