Eric H. Shaw: reflections on an improbable academic career

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Abstract

Purpose – The purpose of this paper is to describe the author's serendipitous career and provide some lessons that might be of value to those pursuing the academic mission: teaching, research and service.

Design/methodology/approach – The method involves primary sources; mainly the author's CV to jog recall of events and dates, some of his articles and the teachings and writings of many others that influenced or inspired various aspects of the author's career.

Findings – The author's experiences affirm that to achieve any degree of success in the professoriate, in addition to having some talent it is also helpful to be lucky. There is a lot to navigate at a university. Opportunities exist at every turn, some noticed some missed. When recognized, be prepared. Being a professor is not what you do, it is who you are. Preparation for an academic career involves becoming a self-improvement project (essentially, a life-long student learning lessons). It requires developing expertise (preferably excellence) in some field of study, as well as resourcefulness, resilience and perseverance.

Originality/value – Each individual's story is unique. The author's path seems to have included more twists and turns than most. Consequently, he tried to highlight the experiences with lessons learned in most sections, some obvious some less so, which he expects (at least hopes) will prove valuable to future educators.

Keywords Marketing strategy, Marketing history, History of marketing thought, Trade history, Marketing systems, Marketing efficiency

Paper type Viewpoint

Success = talent + luck

Great success = a little more talent + a lot more luck
Daniel Kahneman (2011)

Luck = opportunity + preparation
Lucius Seneca, the Younger (62 AD)

Preparing for opportunities = develop strengths: excel at something + resourcefulness + resilience + perseverance
Shaw (2018)

Introduction

As a college dropout, the last career I could have imagined was becoming a university professor. If I went straight through four years of college, typical of the time, it never would have happened. Even less likely was the notion that I would become a marketing professor. My early "declared" majors ranged from classical Greek (the dead language) to ancient history and philosophy to science. And yet, improbably, I retired as Emeritus Professor of Business.

This quite unexpected invitation to write an autobiography is flattering and humbling. It also requires some soul searching. Fortunately, there is a guide. The early Greek

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philosophers revered reflection in their phrase: “know thyself.” I still remember a lot of vivid episodes in my life that lead to and impacted my academic career. Some of the lessons I’ve learned, from successes and mistakes, may prove beneficial to those who pursue the tripartite academic mission: teaching, research and service (Plate 1).

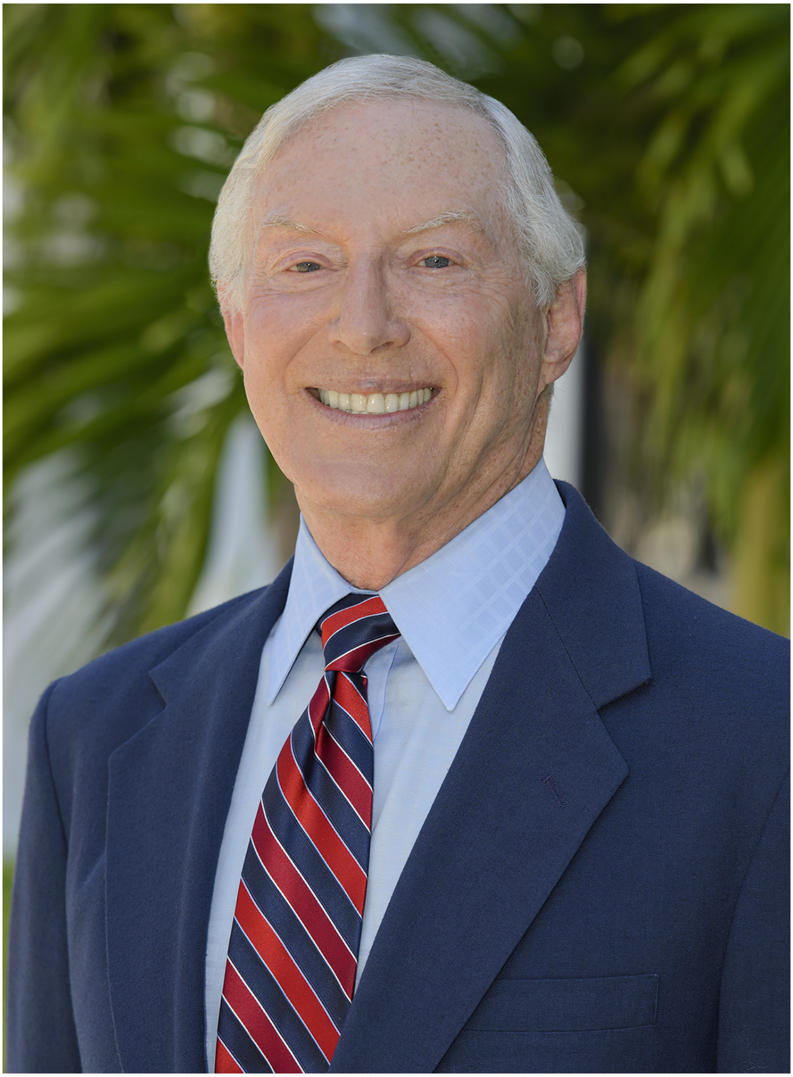

Plate 1.

Youthful indifference

I was an indifferent student from elementary school through most of high school. Part of the reason was my family moved a lot. I was in three elementary schools in New York and New

Jersey, and two high schools in New Jersey and Florida. In each new school, I found myself either way ahead, leaving me bored, or way behind, leaving me apathetic. In either case, I spent more time making friends than dealing with studies. I did learn to play well with other people, but did not learn well from class. The saving grace was that I loved to read. Almost every night, long after I was supposed to be asleep, I was reading with a flashlight under the covers. I mostly read history, biography and science, and I read a lot of it.

My immaturity and lackadaisical attitude toward education carried over to my freshman and sophomore years at the University of Florida (UF). I still read a lot but not so much the assigned readings, just enough to keep me a "C" student. It would take me years to learn the shortcomings of being under-prepared compared to the benefits of being over-prepared. There was one exception, chess. Even before becoming a teenager, I read a great many chess books (openings, middle game tricks and traps and endgame checkmates). According to Vroom (1964), performance is a function of ability and motivation. My chess skills gave me confidence I had some ability; but based on class performance I was clearly lacking motivation. Luckily, a business opportunity came along in the mid-1960s that diverted my lack of academic focus.

Winter wonderland on Miami Beach

The business was managing an ice skating rink named Winter Wonderland[1] at the Deauville Hotel, then one of the newest luxury resort hotels on Miami Beach. It was a leased concession and I dropped out of UF, after my sophomore year, to become the lessee. Technically, I was still a minor, and protected from contracts, but no one ever asked my age; I fulfilled all my contractual obligations and it never became an issue. I was able to finance my investment in 100 pairs of rental ice skates and pay it off early out of higher than expected revenues.

The rink was popular with local residents year-round, but especially in the summer when it was hot and humid outdoors. During winter, "the season," it was popular with tourists up and down the strip (Collins Avenue). My marketing mix was rudimentary. The rink was about 3,600 sq. ft. located in the hotel's lower lobby along with restaurants and up-scale boutique shops. There were four skating sessions a day. I charged an admission fee and skate rental fee for each session, as well as a charge for ice skating lessons that provided an additional revenue stream. I advertised, with about a half dozen spots a day, through a pop music radio station. The station was located inside the Deauville; it transmitted throughout the city and was piped into the common areas of the hotel, providing great coverage of my target customers: local residents and hotel guests.

Two events in early 1964 generated a publicity bonanza that propelled the rink's success. These are a couple of examples of being very lucky. First, was The Beatles American Tour debut, broadcast nationwide live on TV from the Ed Sullivan Show at the Deauville Hotel. (Two floors above my ice skating rink; and as I was thoroughly familiar with the hidden service stairs and elevators, I watched The Beatles from backstage.) Police barricades surrounded the Deauville, which was lined with wall to wall teenagers. For the few days The Beatles stayed at the hotel, anyone who purchased a ticket to ice skate (or just hang out in the skating rink) could come through the police lines. And my younger brother (an underpaid overworked assistant) walked among the crowd selling tickets.

The Beatles were followed by my next example of very good luck. The World Heavyweight Boxing Championship: Cassius Clay (Muhammad Ali) *v.* Sonny Liston. The match was held at the Miami Beach Convention Center less than two miles away. In the run up to the fight, Sonny Liston was a frequent nightly visitor to the rink. He liked to watch the girls doing jumps and spins. During both events there were frequently TV cameras around and the rink received a lot of free publicity. The lesson I learned about business from the ice skating rink experience was mostly how little I knew about managing a business. But it did make me appreciate that business was something worth learning about – if I got a second chance.

Make love, not war

After a few years of managing the skating rink during the Vietnam War era, without a college deferment and my low draft number coming-up, I enlisted in the Navy. I did not get to see the world; however, my typing and writing abilities encouraged my Commanding Officer to keep me around. My naval service was on the East coast, and active duty taught me I didn't like a lot of authority and structure in my life. Fortunately, military service made me eligible for the G.I. Bill and other veterans' benefits.

After the rigidity of the Navy, I turned to the opposite extreme. Following the popular slogan of the day: "make love, not war," I next tried the free-wheeling hippie life style. It was the late 1960s, it was trendy, no authority or structure and hippies did not work (luckily, I still had savings from the ice skating rink). It was "groovy" for a while, but after a couple of years it dawned on me that I was drifting aimlessly and the hippie culture convinced me that some authority and structure was a good thing. Still an avid reader, especially with plenty of free time, the triggering event for my change in direction was reading philosophy. In Plato's *Dialogue: the Apology*, the student expressed his teacher's (Socrates) sentiment: "The unexamined life is not worth living" (c.370 BC/1956, p. 526). It did not take much examining to realize that following my present directionless path, I was going nowhere. Thinking ahead, savings were dwindling fast and it would not be strawberry fields forever.

A second chance

After dropping out, my first college try left me feeling a failure; it was time to give school a second chance. Now older and wiser, I planned to take my education seriously and resurrected my college career at Florida Atlantic University (FAU). A recent start-up, FAU opened its doors in 1964 as Florida's fifth state university. FAU was for many students a second chance university (at the time, only for upper division and graduate students). After managing the ice skating rink, and acquiring actual business experience, I declared as a marketing major with management and economics minors. Probably because of maturity, I was able to transform my former biggest weakness – lack of academic motivation – into a major strength. My life went through a metamorphosis from a lackadaisical under-prepared, under-achiever to an inspired over-prepared, over-achiever. I finally had mastered the lesson: be prepared (or even better, be over-prepared).

At long last I earned the Bachelor of Business Administration degree in 1972, about a decade after starting college. I have no problem encouraging older students: "it's never too late for education." After the long delay, I finished with amazing speed, in just a year, as an A student with high honors! I was elected to the Honor Societies of Omicron Delta Epsilon (Economics), Beta Gamma Sigma (Business), Phi Kappa Phi (all Academics) and Blue Key (Leadership). From dropout and the despair of my professors at UF, I went to Number 1 on the President's List and pride of the faculty at FAU!

For the first time, I felt the success of achieving something important academically. And with the encouragement of the administration and faculty proffering scholarships and fellowships, it was onward and upward to the MBA degree.

My first mentor was Dr Barry J. Hersker, Chairman of the Marketing and Management Department at FAU. I could never forget his name because I signed it dozens of times as Assistant to the President of the Honor Society of Phi Kappa Phi. He was the founding

President of our chapter, and I was among the first couple of dozen students inducted into the honor society. Luckily, I was the only marketing inductee, and Dr Hersker hired me as his graduate assistant. He had a collection of marketing textbooks written by some of the earliest pioneers and leading thinkers in the field (Arch Shaw, Paul Cherington, Fred Clark, Harold Maynard and Theodore Beckman, Paul Converse and Harvey Huegy, Wroe Alderson and Robert Bartels, among others). I always liked history, and was generally familiar with the story of economics, inspired by *The Worldly Philosophers* (Heilbroner, 1964). Now I had readily available books to learn about marketing's history. Dr Hersker encouraged me to start a student chapter of the American Marketing Association (AMA), and I became the founding President. I was also President of the MBA Association, and an officer in several other student organizations. Many of these organizations are still in existence some 45 years later.

Also having a huge influence on me were Drs Bob Murdick and Joel Ross, with whom I worked as a graduate assistant. They were pioneers in the emerging field of Management Information Systems, known as MIS (Murdick and Ross, 1971). They stimulated my interest in the relatively new general systems thinking (Boulding, 1956; Simon, 1962; and von Bertalanffy, 1962, 1968), which included management and marketing as sub-systems (Alderson, 1965; Dixon, 1967; Fisk, 1967). Drs Murdick and Ross also encouraged my interest in management history, particularly the Scientific Management School of Thought pioneered by the efficiency experts (Taylor, 1911; Gilbreth, 1911, 1916; and Gantt, 1912). I particularly liked the phrase: "work smarter not harder." For me it required a combination of both. Working smart was the shorthand definition of what the experts termed efficiency. Working hard can also be fun and stimulating if you enjoy the work, and I found it challenging to systematize working smarter and harder into my life.

Until writing this autobiography, I had not realized how clearly the threads of the history of thought and theory, general systems thinking and efficiency were initially developed during my MBA, improved during my doctorate and later synthesized in the article: "A General Theory of Systems Performance Criteria:"

> Based on general systems thinking of the past half century and the efficiency literature of the last hundred years, this research develops a theoretical model of systems performance criteria that provide a means to evaluate how well any living system, whether individual, organizational or societal, performs task related activities in the pursuit of goals. The model is used as a foundation for organizing the various concepts of performance that have evolved over the past century: efficiency, costs, productivity, effectiveness and cost-effectiveness [. . .] (Shaw, 2009a, p. 851).

My MBA provided the roots of much of my future research, from doctoral studies[2] to the present, involving theory and measurement of the efficiency of micro and macro marketing systems (Shaw, 1990, 1995, 2010, 2014; Shaw and Pirog, 1997).

Journey to the professoriate

In 1973, after receiving the MBA degree, Drs Hersker, Murdick and Ross, as well as Dean Luing, encouraged me to go on for a PhD. That would mean leaving south Florida. To overcome my reluctance at leaving, and give me a sense of the academic lifestyle, I was invited to join the FAU faculty as an Instructor of Marketing. After just one year of teaching classes, writing my first paper and serving as faculty advisor to a student organization, I became hooked on the academic mission of teaching, research and service. My new goal in life was to become a tenured full professor. I was not even sure what tenure meant, but it sure sounded good.

The next questions were what to study and where to go to school? Regarding program of study, from the mid-1960s and 1970s, the marketing PhD curriculum was undergoing a transition. Some universities were shifting from the traditional macro approaches to marketing thought to the newer micro oriented consumer behavior school with a major emphasis on psychology (schools of marketing thought are detailed in Shaw and Jones, 2005). Based on my MBA experience, I definitely preferred the former.

My nearest option for a doctorate was the University of Florida (UF) in Gainesville, but there was a problem. After my wife Barbara, who I met in an undergraduate communications class, earned her BBA she took a job with Burroughs as a computer salesperson and was doing very well. The closest sales office to Gainesville was Jacksonville some 80 miles away, that was too far for daily travel. Her preference was moving back to Philadelphia, where she grew up and which had a large regional sales office. I had also grown up in New Jersey, just across the Delaware River, so we planned on moving back to the Northeast.

Philadelphia offered two PhD programs in Business: the University of Pennsylvania and Temple University. Both schools offered competitive financial packages: out-of-state tuition waivers, stipends and graduate research assistantships. Penn was Ivy League with big name recognition (mostly for the Wharton MBA). In the mid-1960s, Penn had taken the lead in the transition from a traditional generalist macro marketing program (with Wroe Alderson, Ralph Breyer and Reavis Cox, but now all gone) to a heavily quantitative (with Paul Green) micro consumer behavior specialty (with Jerry Wind).

Temple University was just starting a Business PhD program in 1974-1975 and had virtually no name recognition in the field outside of Philadelphia. The only thing I knew about Temple's PhD program was one professor's name from an article in an MBA class reading: "A Social Systems Approach to Marketing." The author was Donald F. Dixon (1967), who had studied at Penn with Alderson, Breyer and Cox. Using a general systems framework, the article discussed a hierarchy of marketing systems, from micro to macro, with historical examples. It covered all the bases in marketing for which I had developed a rudimentary expertise and enthusiasm: history of thought and theory, general systems thinking, and efficiency.

In discussing alternative university choices with Dr Hersker, he advised me that name recognition helps with getting your first academic position. After that, it is "publish or perish," and research publications primarily determines promotions, tenure and future positions. (As Chair of the Marketing Department at FAU for almost 15 years, it is something I have repeated to dozens of prospective students considering FAU's doctoral program in marketing).

When interviewing with the Department Chair at Temple to negotiate my "deal," one element of the package we discussed was my working as Dr Dixon's graduate research assistant. The Chair phoned Dixon, and while waiting in the outer secretarial office I could not help overhearing him say: "Shaw is crazy enough to want to work with you" (Shaw, 2011a, p. 139). Don Dixon would ultimately have a profound effect on my academic research: from serving as his graduate research assistant, to chairing my doctoral dissertation, to co-authoring articles together, to becoming colleagues. (Much of the Dixon Seminars, the PhD program, and some of my interactions with Don are described in Shaw, 2011a).

After my first year at Temple, Barbara and I decided to divorce[3]. With the drop in income, Temple hired me as an adjunct to supplement my small stipend. The following year, in 1976, I was offered a big step up as an Assistant Professor of Marketing at Rutgers University – Camden, NJ, just across the Benjamin Franklin Bridge from Philadelphia. Again, luck was involved. I was giving a talk to the Philadelphia AMA chapter, and Dr

Ossian "Bob" MacKenzie was in the audience. He was the former President of the Association to Advance Collegial Schools of Business (AACSB International), the accrediting agency for colleges of business and the former Dean at Pennsylvania State University. Dr MacKenzie had just taken the position as Dean of Business at Rutgers to get the college accredited. The Dean liked my speech and asked if I would be interested in teaching a graduate marketing class at Rutgers next semester. Sounded like opportunity knocking.

The class was held one evening a week, with Dr MacKenzie attending every session and offering much constructive criticism and useful advice. At the end of the semester, Bob invited me to join the faculty full-time as an Assistant Professor. There was a tradeoff. Working full-time was financially more rewarding but would slow down progress toward my degree. Tired of being an impoverished doctoral student I took the position, which resulted several years later in another consequential decision point.

Leaving ABD or staying SAD

In 1980, I had another trade off to consider – between acronyms: ABD or SAD. After completing course work and comprehensive exams I was ABD (All But Dissertation). The last five years of Northern winters were particularly difficult for me after 15 years of living in Miami and Boca Raton, FL. I had Seasonal Affective Disorder before it became the acronym SAD (too much overcast skies and too little sunshine can cause depression).

Staying up north I would be SAD, but going south ABD might be bad. Many dissertations never get finished because of "the squeaky wheel gets the grease" phenomenon. Being away, and out-of-sight, one is no longer the squeakiest wheel; and mailing-in chapters (this was before the internet, email and cell phones) does not get the same attention as placing it on the professor's desk and casually stopping by in person every few days to get feedback. Also, being away, there is a new campus to learn, new classes to prep, new home to set-up and many other time-consuming dissertation diversions. In retrospect, leaving ABD was probably a bad academic decision I was lucky to survive.

It is smarter to learn from the mistakes of others rather than making them yourself. Based on my almost five years working on a dissertation, and the experiences of many others who never finished, here are two lessons. First unless really extenuating circumstances (and a new title with a real salary is not one of them because without "Dr" you won't remain Assistant Professor for long), stay to completion rather than leave ABD. The second lesson is the key to finishing a dissertation – perseverance[4].

Tired of the cold and SAD, I relaunched my academic career in the warmth of Southeast Florida. My first choice, of course, was FAU and the opportunity to work with my former mentors. Unfortunately, FAU was undergoing a hiring freeze and I needed to get out of freezing winter weather. My next choice was the University of Miami (UM), a private school.

My first year at the UM went fine. I received moving expenses, research support and travel to several conferences. But then ominous clouds appeared as the UM began a chaotic transitional period, at least from an untenured junior faculty perspective. The long-time President of the University retired as did the long time Dean of the College of Business. The Chairman of the Marketing Department, who hired me and did not get along with the new Interim Dean, resigned and left for a university in North Carolina. All the people who promised course releases and resources for my research were going or gone. I was surrounded by interim appointments, which meant a year of indecision and uncertainty.

Just as the situation darkened at UM, fortuitously, conditions brightened at Florida Atlantic. The hiring freeze was lifted and I was encouraged to return, particularly by my first mentor Dr Hersker. Sadly, Barry Hersker passed away a short time later. I inherited his collection of old marketing texts, which even now have a home on my book shelves.

Returning to FAU in 1982, I was greeted by a lot of friendly faces. Former professors and administrators were now my colleagues. It was like a homecoming party for me. And there was icing on the cake! The College of Business had received a generous donation to endow an Eminent Scholar in Business chair (equivalent to a very distinguished professorship). The search committee and college faculty's overwhelming choice was a distinguished marketing professor from Michigan State University and former President of the American Marketing Association (AMA) – Dr Bill Lazer.

Dr Lazer and I had several parallel interests in service and research. In 1973, when Dr Lazer was the AMA national president, I was the FAU AMA student chapter president. In 1983, when Bill joined the FAU faculty, I was the AMA Broward-Palm Beach professional chapter Vice President and FAU student chapter Faculty Advisor. In addition to our mutual AMA interests, I was soon to have a new mentor with similar research interests to mine. He had written a book on managing marketing as a system (Lazer, 1971), and a macromarketing article as well (Lazer, 1969). Also, we both liked marketing history, and Dr Lazer had known some of the pioneers and most of the scholars in the field that I had only read about; he even participated in Alderson's Theory Seminars during the 1950s and 1960s. Bill opened doors that I could not have imagined.

My first year at FAU had a big impact on my future academic career. Although I taught a variety of undergraduate courses, I inherited marketing strategy (from Dr Hersker) and that was my main undergraduate course since 1982. In a few years, I would develop an advanced MBA version of strategic planning. My participation in university service also started as soon as I returned. I became faculty advisor to two student organizations, and over time I was happy to serve on the executive board or as faculty advisor to almost every organization I was involved with as a student; as well as branching out into many other areas of university and professional service. Finally, my first FAU research paper, which affected much of my future stream of research, was mailed-off to an obscure new conference.

CHARM: a little history

A Call for Papers (CFP) I received in 1982 was especially appealing. The conference was billed as the "First North American Workshop on Historical Research in Marketing" (later CHARM), to be held in 1983. Given my historical orientation, it was one conference that I just had to attend. It worked out far better than expected. I received particular attention from the Conference Chairman, Dr Stan Hollander for two reasons. First, still ABD, I was the only doctoral student in attendance. Second, my presentation provided some drama; generated much discussion and received considerable praise from Dr Hollander.

The prior two presenters in my session discussed trade and marketing in the Bible. Their presentations caused me to deviate from my prepared remarks about the rationale for marketing systems: "Plato and the Socio-Economic Foundations of Marketing" (Shaw, 1983). Rather than explaining the economic logic of marketing according to Plato, as planned, I started the presentation by talking about marketing's genesis. I argued that marketing originated in Lydia and Greek colonies, during the 7th C. BC, then spread to Athens, and subsequently to other metropolitan cities and states around the Mediterranean Sea. I was able to use two events in the Bible that provided bookends for my paper.

First, King Solomon (c.1000 – 970 BC) *bartering* oil, wheat and wine in exchange for Cedars and Cypress timber from Lebanon to build his Great Temple in Jerusalem, as was discussed in the Old Testament by Grossman (1983). Next, 1,000 years later, Jesus Christ (c.1-30 AD) arriving in Jerusalem for the Passover holiday and overturning the tables of the *money changers* and *retailers* at the Great Temple, as was discussed in the New Testament by Mulvihill (1983). Extemporizing: "marketing as a revolution in trade of biblical proportions," I drew a timeline on the blackboard:

---|--------------------------------------|--------------------------------------|---

c.1,000-970 BC	c.600-500 BC	c.1-30 AD
King Solomon	Athenian (Agora) Market	Jesus Christ
(bartering, only form of trade)	(origins of marketing)	(marketing commonplace)

The situation was almost like a controlled experiment, same place before and after a market intervention, showing the cultural diffusion of innovation from bartering to marketing. Then using direct quotes from Plato's Republic (cited in Shaw, 1983) I discussed his rationale for the marketing system (in a word – efficiency). Most of the participants were surprised, if not astounded, that Plato could so clearly, concisely and cleverly argue the socio-economic foundations of marketing.

There is a lesson in the story; as Seneca, the Younger (62 AD/1967, p. 31) sagely revealed: "Luck is what happens when preparation meets opportunity." My preparation for the opportunity as a doctoral student had included reading the Bible; and highlighting every example I could find of bartering and marketing then crosschecking the approximate dates these events were occurring. Consequently, I was thoroughly familiar with the transformation from trade, traders and trading to markets, marketers and marketing discussed in the old and new testaments, as well as many other ancient sources (Shaw, 1995, 2011a, 2016).

The presentation was well received. Dr Hollander made some nice comments and invited me to the Advisory Committee dinner meeting to discuss the future of the conference. He was also tremendously helpful in advancing my career by continually encouraging my research on the history of marketing thought and by providing outlets for publications, in journals as well as edited books. In addition, I made a lot of friends at the conference (Roger Dickinson, Ron Fullerton, Ron Savitt, Stan Shapiro and Robert Tamilia; Terry Witkowski at the second CHARM, Brian Jones at the third, later Mark Tadajewski, among many others). Several of them became co-authors on various research projects. We continued to meet biennially at future historical research conferences, now called CHARM (Conferences on Historical Analysis and Research in Marketing). Stan kept inviting me to the Advisory Committee meetings and after the first few conferences, became convinced I would be a regular attendee (he was right, 100 per cent attendance for the first 15 conferences), and officially invited me to become a member of his Advisory Committee.

When Stan decided to step down in 2001, Brian Jones became President and I was elected Vice President of the Board of Directors of the CHARM Association (for a longer history on Hollander and CHARM, Jones *et al.*, 2009). The Board agreed to begin the long process of finding a publisher for a proposed new journal. Volume 1, Number 1 of the *Journal of Historical Research in Marketing* was published in 2009. Brian Jones was Editor and I an Associate Editor, which I still am.

I am occasionally asked by doctoral students if it's feasible to write an historical dissertation or if it's practical to make a career specializing in historical research. Thirty-five years ago it was difficult but possible. I believe that it would be far more difficult today. There are some arguments in favor; particularly, two well-established outlets for historical research. CHARM is a recognized and reputable biennial conference, and the *Journal of Historical Research in Marketing* (JHRM) publishes four times a year. In addition, there are occasional scholarly anthologies (Jones and Tadajewski, 2016; Tadajewski and Jones, 2008) and other journals that offer special issues on various aspects of historical research in marketing.

The arguments against pursuing an early career specialization in historical research appear to have greater merit. Most importantly, "publish or perish" is the name of the academic game; and in the marketing discipline, historical journals do not generate high impact scores nor does historical research produce high citation counts. The outlets for publication are limited and history is not held in high regard (compared to quantitative methods, consumer behavior or services, for example). To put it in simple marketing terms, historical research is at best a niche market.

Seminars in the history of marketing thought, once a staple of doctoral education, have declined to near extinction in favor of courses in quantitative methods. As a result PhD students are not exposed to the knowledge that influenced and shaped the marketing field. And yet, the scientific value of studying the intellectual heritage of a discipline was affirmed by Isaac Newton, when he observed: anyone can see a lot further if you stand upon the shoulders of giants (cited in Tadajewski, and Jones, 2008, p. xx). Without knowing the insights of the giants in marketing (Alderson, 1957, 1965; Fisk, 1967; Dixon, 1967), it is far more difficult to build upon their great ideas. As Santayana remarked, "Those who cannot remember the past are condemned to repeat it" (cited in Shaw, 2009b, p. 331). By ignoring marketing's past it has become commonplace in our discipline to reinvent old concepts with new names.

If one contemplated a career specializing in historical research it would require a burning passion; without which, junior faculty might do better to consider it an occasional hobby. But even if a career specialization in historical research is not practical for doctoral students or pre-tenured faculty, it is certainly a worthwhile endeavor to self-study a discipline's intellectual heritage because it provides a perspective not just for research but for teaching as well. For tenured professors, there is more freedom to pursue scholarly interests and historical research offers a viable and rewarding option.

It was my good fortune, as an ABD – untenured – junior faculty, to receive the CFP that Stan Hollander was launching the 1983 CHARM, which resulted in significantly advancing historical research in the discipline. The history of marketing's past certainly impacted my future research direction, but I also had a burning passion about how ideas were conceived, influenced and developed over time. Two years later I received an unexpected invitation that could not only impact my research but my entire academic direction. I was invited to join the FAU administration and was not sure if it represented a career opportunity or threat.

Administrivia: short first foray

Administration is important and not trivial as some on the faculty think (despite the seemingly endless make-work paperwork). In 1985, the 15 year Dean of the college, Gary Luing, invited me to serve as Associate Dean (described by one of my colleagues as "a mouse in training to become a rat"). It was a difficult decision that I discussed with Bill Lazer, an emeritus professor and eminent scholar, who had turned down every academic administrative position offered him. Along with costs, particularly to research productivity, there were some benefits in being part of the deanery. I accepted partly out of curiosity because it gave me a chance to explore another side of the university. I also accepted because it was hard to say no to Dean Luing. A dozen years earlier he had personally presented me with the College of Business Graduate Fellowship at the 1973 FAU Honors Convocation.

Even if I didn't like the job, I could easily return to the faculty and would know what the academic world looked like from an administrator's perspective.

Such information was very useful to know. Administrative jobs also come with big salary raises (if you negotiate well, and almost all Deans are negotiators), which you get to keep when returning to the faculty full-time. The important lesson is to negotiate a salary raise, which is permanent; not a stipend, which is temporary. And if stuck with a stipend, negotiate a course release to keep up research, because when returning to the faculty a lack of research counts against you, in the Promotion and Tenure (P&T) Committees, and your administrative service counts for naught.

During my short stint as the Associate Dean there was one achievement of which I was particularly proud. During 1985-87, I was the point person on a Florida Atlantic University – Florida International University (FIU, located in southwest Miami) task force to create a joint PhD program in Business. Once the Chancellor and Board of Regents approved the joint program, we had to get down to details. Each pair of departments had to work out a joint curriculum, and the clashes and disagreements started – no matter how trivial the issue. Fortunately marketing was relatively conflict free. FAU had a Channels/Industrial Marketing scholar, and I was the History of Marketing Thought and Theory guy. FIU had some big names in Consumer Behavior and Quantitative Modeling, and we easily divvied up the remaining courses. Everything worked out smoothly for some departments; working together was apparently less harmonious for others.

The biggest hurdle to a successful joint program, however, was that all courses had to be taught in downtown Ft. Lauderdale; roughly midway between FAU and FIU. Each faculty member teaching a Ph.D. course had to travel about 40-45 minutes one day a week to a three hour class (day and time were negotiable). For the departments that were not getting along, travel time became the *casus belli*. Since there was now a Ph.D. program in Southeast Florida, with some 30-50 students, and legislative constituencies in three of the most populous counties in state, it could not just be abandoned. So the joint program split, after a few years, into two independent programs. I believe the breakup strained the resources of both colleges, but more importantly, losing the expertise of so many scholars at the other university made each independent program far less effective. Nonetheless, most FAU departments kept their doctoral program, while a couple over the years suspended them (some indefinitely). I was one of the two lone votes, in 2014, to maintain rather than suspend the Ph.D. program in marketing.

The suspension hastened my retirement, but feeling obligated to our doctoral students, I nevertheless chaired two of the remaining four Ph.D. candidates' dissertation committees. The main takeaway from my full-time administrative position was that it offers you a chance to build something and provide other people with resources so they have the opportunity to excel (more on the administrative mindset after my next foray).

After two years on the job, and successfully heading up the grueling AACSB reaccreditation effort, I was exhausted from serving as Associate Dean. It was more like working 60 hours in an 8:00 a.m. to 6:00 p.m. job, rather than 60 hours teaching, research and service but with much more flexibility in scheduling time. Again, it was the difference between lots of structure in my life versus just a little. I told the dean, he thanked me for the Ph.D. program and reaccreditation, among other efforts, and I returned to the full-time faculty. Just in time to become Program Director of the Fourth World Marketing Congress to be held in Singapore in 1989.

Singapore fling

By now I had attended well over a dozen conferences, presenting papers, serving as peer reviewer, discussant, and even track chair. But I had never been in overall charge. Bill Lazer was on the Academy of Marketing Science (AMS) Board and conference organizing committee. The site selected was Singapore; and based on my work as Associate Dean, Bill was confident I could handle the administrative aspects of organizing the conference. He apparently was very persuasive with the Board and when offered the opportunity to become Program Chair I immediately accepted. The program involved organizing tracks, putting out calls for papers, finding track chairs, helping them find reviewers, etc., and lastly producing the *"Proceedings of the World Marketing Congress: International Conference Series, Volume IV"* (Lazer *et al.*, 1989).

The trip also allowed me to visit several Southeast Asian countries and gain a global perspective. One of the perks of being a professor is the opportunity to travel to conferences all over the USA and the world, meet new people (potential co-authors) and learn new ideas. I always encourage young faculty to take advantage of these opportunities as well as accept the responsibilities of professional service, by serving as peer reviewer, discussant, track chair, etc.

Administrivia: long last foray

In 1996, there were about 15 faculty members in the Marketing Department and I was one of the two full professors. The other one resigned as chair. Guess who was the obvious choice?

If not me, then we would hire from outside. FAU was also bringing in a new dean hired from outside. From my personal experience at the University of Miami, during a year of transition, I knew the apprehensions of junior faculty experiencing administrative changes. Feeling obligated to my colleagues, I accepted the job. Also, being chair is different from other administrative positions, from Assistant Dean up to President. A Chair is not a full-time administrator. Administration is only one aspect of the job; teaching, research and other service are also expected. A Chair feels much more like being first among equals than a boss.

On the same day, I took office, July 1, 1996, Dr Bruce Mallen became Dean of the College. He had an unusual career path, from distinguished channels scholar to Hollywood producer to Dean at FAU. (I used to joke his Hollywood adventure was like a kid running away to join the circus). He was tenured in my department, liked marketing history and we became good friends and close colleagues.

My main task as chair was getting junior faculty tenured and promoted. The more time consuming aspects of the job included: hiring staff, scheduling classes, doing faculty evaluations, filling out forms, attending numerous meetings, writing letters of recommendation, fighting for resources, engaging in fund raising, and listening to complaints (student-faculty, faculty-faculty, faculty-administrator, in various combinations and permutations). There is a positive side that made the job worth doing. During my five three-year terms as chair, ultimately all junior faculty members' not yet tenured received tenure, and all of those going up for promotion (assistant to associate to full) were promoted. And the two outstanding secretaries I hired in 1996-97 are still on the job.

Dean Mallen brought back Dr Lazer, who had retired from FAU, now as the first Sensormatic Chair of Marketing. Chatting about marketing history with Bill a few times a week was a delightful respite from other mundane administrative tasks, and I could chalk up our discussions to research on the history of marketing thought. We wrote about a dozen articles together; including an article on Wroe Alderson, marketing's greatest theorist, who Bill had worked with personally (Shaw *et al.*, 2007).

Being strategic minded Dean Mallen proposed a new School of Industry Studies. It included programs in movie promotion and distribution (his bailiwick), sports management, health administration, hospitality and tourism, among others. The plan was Industry Studies would be an incubator and as these new programs grew they would spin off into separate departments. He involved the business community in planning and funding each of the programs; including roughly $5m (with another $5m state match) for the DeSantis Building, a center for the "entrepreneurial" study of motion pictures. After a couple of years planning these new programs, Bruce asked me to also serve as the Acting Director of the School. Now comfortable as Chair, I accepted the temporary assignment that lasted almost two years, until the search committee found a suitable Director.

The lessons I learned regarding the administrative mindset, from my 15 plus years of experiences, was that administrators like to build things and provide resources (not to their friends, but to productive faculty) to accomplish the unit's goals. They also have plenty of problems of their own to deal with, from Presidents down to Chairs. Most administrators do not want to be bothered with problems and complaints that subordinates could and should handle on their own (except for the micro managers, but they usually do not last long). On the other hand, administrators like to hear of accomplishments that make the unit look good, which they can pass back up the chain of command making them look good too. That way everyone feels good. For a longer and broader perspective on administration, refer Shapiro (2013).

Also, a particularly useful lesson, never complain your salary is too low. Ask for a raise, and as we teach in personal selling, first state the benefits (quality journal articles, exceptional teaching evaluations, extra service, etc.) before mentioning the price. If you believe the objection: "we can't afford the raise," go for a course release to do more research and suggest hiring an adjunct replacement (at only a small fraction of your salary).

Herding faculty: made easier

Most universities have a faculty governance structure, usually called a faculty senate, to provide input on curriculum and other academic matters to the Provost and President. Back then, FAU had three senates, at two satellite campuses and the main Boca campus. In 1997, I became a Boca Raton Campus Faculty Senator and soon moved up the ranks to president for two terms (2000-2004). The three campus structure was unwieldy and over the next year the Executive Committee proposed merging campus senates into a new University Faculty Senate (UFS). The process began by writing bylaws specifying the purpose of the organization and how it would operate. I chaired the Bylaws Committee.

After a few years, I was the President-Elect, then President of the University Faculty Senate for 2007-2009. Per the State of Florida Constitution I was also a member of Board of Trustees, on the organization chart just above the university President. The Board was responsible for establishing policies governing the university. As a Trustee, I learned the operations of almost all university units (finance, public relations, legal, facilities/maintenance, fund raising, athletics, etc.), and most of the people who administered the university and how they worked together. It was a fascinating experience.

As parliamentarian in almost every organization I served, since the early 2000's, a brief note on Robert's Rules is in order. This is a lesson in leadership and handling meetings. Virtually all organizations operate under a set of Bylaws, which in the absence of specific language to the contrary almost always default to Robert's Rules of Order (they are the section of the organization's Bylaws called Parliamentary Authority; just before Amendments, which are usually last). The purpose of parliamentary procedure is to ensure the majority gets to decide, the minority gets to be heard, and the meeting is run efficiently and in good order. A parliamentarian is arbiter of the rules. One acquires the title "Parliamentarian" mostly by virtue of passing the 100 question test (at the time) of the National Association of Parliamentarians (NAP).

To avoid the "herding cats" phenomenon and maintain control at meetings it is useful to be well versed in Robert's Rules. Before becoming President of the Faculty Senate, I joined the Broward-Palm Beach Parliamentarians (BPBP), a chapter of NAP. After a few years, I became president because the best way to learn is "under the gun," so to speak. The experience was invaluable. The lesson for leaders is to be prepared for handling meetings, even large groups of faculty members heading off in every direction. For those interested in leadership, I strongly recommend developing expertise in Robert's Rules of Order. Join your local chapter of the National Association of Parliamentarians.

Athletics: from a Faculty Athletics Representative

After my stint as faculty senate president, FAU President Frank Brogan encouraged me to become Faculty Athletics Representative (FAR) to the NCAA. I was actually invited to become FAR in 1996 (by President Tony Catanese), but turned it down because I was starting as Chair and did not want two big jobs with steep learning curves. A smart decision! After a dozen years as chair, I now had only one learning curve to climb. Although used to being over-extended, the FAR position required much more time and effort than anticipated. After a year doing both, remaining as FAR came down to giving up teaching and research or resigning as Chair. I very much liked chairing the department, but love teaching and research. After almost 15 years as Chair, FAR was a new administrative challenge.

Being FAR begins with a thick volume of NCAA rules and regulations, plus conference rules and regulations (during my five years we were in two: Sunbelt and Conference-USA). There are also university rules for student-athletes and audits of athletics, as well as 18 FAU intercollegiate sports to learn. The FAR position involves chairing a committee overseeing:

- institutional control;
- academic integrity; and
- student-athlete welfare and academic progress.

Each has a lot of moving parts, so there were several sub-committees. I also served on another dozen committees involving athletics, chairing several. There were lots and lots of meetings. Among other activities, I reported on athletics directly to the President, at several *ad hoc* meetings a semester, as well as monthly to the University Faculty Senate. I also represented the university at NCAA and Conference meetings, seminars, workshops, etc. (Sunbelt meetings were the most fun, headquarters was New Orleans).

I did a lot of travelling with the football team to away games. On the charter, I sat across the aisle from FAU's legendary coach, Howard Schnellenberger, one of the most interesting and colorful characters I ever met. We became fast friends and served five years together as Co-chairs of the Annual Faculty-Staff Fund Raising Campaigns, going to various colleges' breakfasts and lunches doing dog and pony shows. For me, it was something of a last hoorah, as I remained FAR until retirement (but I'm still a Presidential appointee on the Intercollegiate Athletics Committee).

Consulting: win–win–win

Consulting is part of the university service mission, and I have been involved with it for most of my academic career. For convenience I have divided it into two types, both rewarding but in different ways. Discussed first is paid consulting, then *pro bono* consulting because the former enhances the latter.

Paid consulting

One of my first paid consulting projects involved the IBM Personal Computer. Boca Raton was "Home of the IBM PC." Their campus was located less than a mile from FAU, and a number of the thousands of IBM employees, mostly engineers, were studying for their Executive MBA's. In 1982, I joined a team of FAU faculty (as a very junior member) that consulted with Don Estridge, a brilliant engineer, and other executives who headed-up the PC operation. Discussions included their advertising campaign: "Charlie Chaplin: A Tool for Modern Times" and the "pastel vs. (Big) Blue" color of their operating manuals. My work was mostly doing sales forecasts using logistic growth models. I learned that consulting provided:

- real-life examples that could be used in class;
- was part of the university's service to the (business) community mission; and
- was also extremely lucrative. Win–Win–Win!

My next big consulting project, in 1984, turned into my favorite MBA class. As the Marketing Strategy professor, on the faculty, I was invited to teach a weekly seminar to about 12 Mitel executives at their regional headquarters, also in Boca Raton. Mitel was a Canadian telecommunications company that sold voice and data systems. The seminar involved developing a strategic marketing plan for the company. Materials for the course were scarce so I developed a workbook. As we worked through planning, it became clear Mitel's main strength was sales growth almost doubling every year because of their improved technology. But their major weakness was they sold to intermediaries, like General Electric, who incorporated Mitel products as components within GE's products. My executive students did not know who their final customers were (and those customers did not know Mitel). When final customers' requirements changed, and voice/data technology was changing rapidly, Mitel was last in the channel to know and did not have time to adjust. They were soon acquired by British Telecommunications (renamed British Telecom, now BT). For years afterwards, I would emphasize the importance of knowing your customers to classes and to clients using Mitel as an example.

Now, I was also Dr Eric H. Shaw and Associates, Marketing Consultants. There were a number of consulting opportunities over the years, mostly from old clients with new projects as well as referrals. After the development of the World Wide Web and internet search engines, in the mid-1990s, digital marketing, promotions and advertising were about to enter the exponential growth stage of the Product/Industry Life Cycle (PLC). If you build a website will they come? An IT colleague created my first consulting website, around 1997 – www.ericshaw.com. Aside from referrals, the website has been my primary marketing tool ever since. They did come, and they still do!

My consulting changed, however, from primarily developing strategic marketing plans (with occasional opinion polls, customer satisfaction surveys and focus groups), to serving as an expert witness in marketing. The first big client to find me on the web, in 1999, was Carnival Cruise Lines who required an expert in marketing to provide testimony in a trademark ("the fun ships") infringement case. This was followed by cases involving alleged: violation of trade secrets, deceptive advertising, what constitutes a marketing budget and wrongful termination of a franchise, among others. In 2018, I was an expert in a contract dispute involving the development of an island in the Bahamas.

Serving as an expert witness in commercial litigation is very different and far more challenging than other marketing consultation. For one thing, the opposing counsel can challenge your expertise, the lawyers on your side have the burden of proof, and the Judge rules if you qualify as an expert or not.

A courtroom is unlike a classroom with students asking questions seeking knowledge. In an adversarial system, the opposing lawyer(s) only want answers that support their arguments, and questions are designed to lead you in that direction. It is a win-lose situation, unless a settlement occurs as often happens. The expert witness is on the firing line between (friendly) direct and (hostile) cross-examination, and often a deciding factor in the case. It resembles sparring with an opponent in a chess match. Also, it pays about double the standard hourly marketing consulting fee, which doubles again when giving depositions and testimony under oath. Like lawyers (but unlike business consulting), you are always on the clock, including driving, lunch, waiting and thinking time, and you bill in 6-min increments. One important warning: consulting does not count as research. If you want P&T, remember research comes first.

Pro bono consulting

I believe in giving back, particularly considering all the good fortune and opportunities that I have had. Consequently, a considerable percentage of my consulting is *pro bono* (voluntarily undertaken for the public good without payment). For example, I have served on Palm Beach County Promotion and Marketing committees, the Broward-Palm Beach professional AMA chapter, Small Business Development Center, and numerous marketing and advertising award committees. I also served as a non-attorney member of the Bar Grievance Committee for Palm Beach; as well as on the Board of Directors of several local charities.

My most notable charitable activity (for 16 years longevity on the Board) is Boca Helping Hands (BHH), with the past 12 consecutive years as a Charity Navigator four star charity (within the top one per cent of all charities rated in the USA). One of my favorite accomplishments for BHH was leading or co-chairing the strategic planning committees; which included developing several mission statements over the years as BHH added additional services. The current (2015) statement: "Boca Helping Hands (BHH) mission is to provide food, medical and financial assistance to meet basic human needs as well as education, job training and guidance to create self-sufficiency."

In Strategic Marketing Planning classes and in consulting, I stress organizations being mission-driven, with a:

- clear;
- concise; and
- convincing mission statement.

I spend a class showing a couple of dozen good mission statements and we discuss how they could be made better. An excellent example of the 3 C's: the mission of a university is teaching, research and service. Works out well for me, I enjoy all three.

The lesson from consulting, as previously stated, but bears repeating is it represents "real life" examples to use in class (and helped fund some doctoral students' survey research). It provides service to the community (as well as contacts for the university). Paid consulting pays very well and is financially rewarding. *Pro bono* consulting provides a lot of intrinsic satisfaction from helping others and is personally rewarding.

Tying it together: teaching and learning, research and service

Given the tripartite academic mission, I was mission-driven to integrate teaching, research and service. To use a marketing analogy, a university provides a channel of distribution to produce, warehouse (a library function), promote and retail knowledge (Hunt, 2002). Taking the latter first, the retailing aspect involves the dissemination of knowledge to final consumers, from teacher to students.

Teaching and learning

My primary teaching objective (at all degree levels) is to engage students as active participants in the learning process by encouraging them to think critically, in general, and about the subject matter under discussion, in particular. Given my history, not surprisingly, I use an ancient teaching methodology – the Socratic Method – raising questions and questioning answers. My PhD seminars aim at a higher level, involving more unanswered questions and unquestioned answers. In a satire parodying Socrates, a contemporary playwright (Aristophanes) described Socrates' method (which became the model for Plato's Academy and Aristotle's Lyceum) unflatteringly as a "Thinkery" (not down to earth, but up in "The Clouds"). A place to raise unanswered questions and probe unquestioned answers (Shaw, 1995; El-Ansary *et al.*, 2018) represents, to my mind, an extremely complimentary description of a university.

I always liked history, about almost anything, but I love the history of thought and theory – how ideas started, improved and became integrated into bigger and better ideas and theories over time. From MBA through doctoral studies, I developed a lifelong passion for synthesizing the history of marketing thought and theory, general systems and efficiency.

Learning the history of great ideas has improved my teaching by allowing me to systematically and efficiently integrate concepts. A simple example, I think of my teaching approach as: "Socrates' method meets Kipling's six friends" (Shaw, 2015, p. 261). Paraphrasing Kipling (1912): they taught him all he knew; named: what and why and how, and when and where and who. The Socrates/Kipling Q&A approach is challenging for students. They have to think. The teacher also learns from the thought provoking arguments and counterpoints of students (the joy of doctoral seminars). This teaching approach provides a useful feedback loop because even good professors need challenging (as a self-improvement project) in order to stay good professors.

The Mitel consulting project, discussed previously, gave me the idea for an advanced MBA course named Strategic Marketing Planning. Students created a plan for a business, built around cases, marketing simulations, their companies, or outside businesses and entrepreneurs that requested one. From my original Mitel workbook, I developed a new and improved strategic marketing plan format by integrating numerous versions of how to write/create/produce/develop a marketing plan.

My main undergrad teaching responsibility was Marketing Strategy (so not surprisingly, for the history of marketing strategy, Shaw, 2012). The course involved using general marketing principles to resolve specific issues and problems by assessing alternative decision choices involving some aspect(s) of marketing strategy. Based on my MBA strategic planning framework, I was also able to reinvent my undergraduate Marketing Strategy class. But I further systematized strategic marketing planning to make teaching it more efficient (by reducing planning to its most simple elements), making it easier for undergraduates to understand.

Using my Socrates/Kipling Q&A approach, I started with three questions:

Q1. How well is the business currently doing?

Q2. Where is it going?

Q3. How will it get there?

The answers make up the three major elements of the strategic marketing plan. First, a situation analysis answers how well the organization is currently doing (strengths and weaknesses) and identifies the conditions and trends (opportunities and threats) in the external environment that will affect it in the future. Second, setting objectives provides general (mission statement) and specific (financial goals) answers to the question of where the business is going. Third, creating a marketing strategy answers the question of how it will get there by:

- identifying target customers; and
- developing a marketing mix to satisfy them.

In addition to the "new and improved" format, in my opinion, the three dozen epigrams (by great thinkers and strategists throughout history) on planning: situation analysis, setting objectives and developing a strategy to achieve them, differentiate *Marketing to Win: A Guide to Strategic Planning* (Shaw, 2011b) from the competition. The lesson I tell students and clients is to start by assessing their current situation using SWOT (strengths, weaknesses, opportunities and threats), which should be done periodically (cited in Shaw, 2012). Identify opportunities that match strengths (and be prepared to take advantage of them), as well as avoiding threats in areas of weakness (how to, discussed shortly in final lessons).

Research and service (the consulting part)

Teaching is enhanced by research and consulting services because they provide feedback loops to test that the knowledge disseminated between professor and students is current, relevant and accurate. Following the marketing analogy, research and consulting enables a professor to perform fully in the academic channel of distribution from producing knowledge, to promoting and disseminating it among academic peers and business/non-profit clients, as well as making it available for student consumption. Knowledge that has undergone the ordeal of being both academically peer-tested and business field-tested. To tie it all together (based on the ideas of a lot of scholars and very smart people), by systematically integrating concepts I learned to deliver challenging, current, relevant and accurate knowledge to my students, using the most efficient teaching approach (thank you Socrates and Kipling) I was capable of providing.

Old professors just fade away

Contemplating retirement since 2012, I deferred each year to stay another. Being a professor is a privileged position, which makes it so difficult to let go. Two events in 2014 pushed me over the edge. One was negative, the other positive; bad news first.

The standard FAU College of Business teaching requirement was three classes one semester and two the other (3-2). As chairman and then as FAR I had been on reduced teaching (2-1) since 1996. The suspension of the marketing doctoral program meant the cancellation of my beloved Ph.D. course: Seminar in the History of Marketing Thought and Theory. At this stage in my career I did not relish the thought of teaching an MBA night class or two undergraduate classes a year. A student's comment on a teaching evaluation got my attention: "Dr Shaw does not understand Millennials." That was true, I could tolerate students arriving to class a little late or leaving a little early, but mid-class breaks were a bit much. One student ran out of class to answer her loudly ringing cell phone; and when I asked what was so important she said my girlfriend broke up with her boyfriend. Needless to say, we differed greatly over how serious that was. But it was becoming clear to me that I was getting out of step with undergraduate students.

The good news; I was selected to receive the FAU Presidential Leadership Award for 2014. One of the highest honors in the university: "[. . .] for his dedication and distinction as a faculty member and administrator, as president of the Faculty Senate, and as a member of the FAU Board of Trustees." I was well aware of the sage advice that it is best to retire at the top of your game. Two months later I resigned and officially signed paperwork giving up my tenure. I had previously negotiated with the dean to keep my large corner office for two years after retirement. Downsized, I now realize that I should have bargained for at least five years. The lesson, like in chess, is pushing oneself to think even further ahead.

Then there was Emeritus Professor. Becoming Emeriti requires a somewhat less grueling procedure than regular P&T. No outside reference letters, but it still involves three committees (I had been on them all) and three recommendations (and written plenty). The department votes and the Chair recommends, the college P&T committee votes and the Dean recommends, the university P&T committee votes and the Provost recommends, the President of the university makes the final decision. One negative vote or recommendation is often enough to derail a promotion. To be honest, and immodest, I had high expectations. And, of course, the President was the final decider and he had just given me the Presidential Leadership Award. So even in a worst case scenario I was pretty sure I could count on him. Fortunately, all committee votes were unanimous and letters of recommendation positive. And another honor, because I was still chairing dissertations, in retirement, I was the first FAU faculty member approved as "Graduate Faculty Emeritus."

The benefit of emeritus status, aside from a nifty title, is you get to maintain faculty privileges. Although the professoriate take it for granted, only retired faculty emeriti get to keep an office (though downsized), secretarial services, faculty parking and discounts at many university venues and events, among others.

In retirement, I still remain actively engaged, but enjoy not having a fixed schedule. I chaired two PhD dissertation committees to completion, in 2017 and 2018, currently serve as faculty advisor to a student organization, guest lecture to classes, work on a couple of FAU committees, serve on editorial review boards, and I am still active in research and publishing, as well as serving as an expert witness in marketing. It sounds like I am still working full-time, but it does not feel like work when you do what you love. Being a professor is not something I do; it is something I am. The lesson is to follow your passion and make work feel like play.

One of the most rewarding aspects of being a professor is hearing the accomplishments of my former students, who I run into frequently at university events and around town. I especially enjoy talking and visiting with my former PhD students and learning of their progress and accomplishments. I have been tremendously fortunate in my career at FAU. I received so many opportunities for professional and personal growth. I have been privileged to serve as Chairman of a Department, Acting Director of a School, Associate Dean of a College, Faculty Athletics Representative to the NCAA, President of the Faculty Senate, a member of the FAU Board of Trustees; and currently as Emeritus Professor. It is hard to ask for more. Indeed, my career far exceeded expectations.

As an added bonus, I am neighbors with MSU Emeritus Professor, Dr Bill Lazer. We get together almost every Friday for brunch. We talk a lot about the professoriate, and about marketing thought and practice, and the changes we have seen. After discussing one of our concerns about the state of marketing thought and theory, we recently teamed up with a colleague to raise fundamental questions about marketing's identity (El-Ansary *et al.*, 2018). Debating academic issues, that's how some old professors just fade away.

Final lessons

Writing an autobiography requires examining one's life. So what lessons have I learned about succeeding in the academy?

Essentially, learn from very smart and thoughtful people (follow the epigrams, they pack a lot of information); and learn from the mistakes of others (they are empirically observable). What worked for me is having a planning process: establishing objectives and creating a strategy to achieve them. Ideally, be mission-driven. I believe in the university mission: teaching, research and service. Most of my successes came because I took a wide view of opportunities, set goals, and my main strategy to achieve them was being over-prepared. I still think of myself as a self-improvement project. (If you don't like planning or strategizing, there are alternative paths to academic success, Belk, 2017; Holbrook, 2017; Lazer, 2013).

Develop expertise, preferably excellence, in some field of study. Simon (1991) says: experts think differently than others (1991), and based on his studies of chess masters and experts in a field Simon would know. As previously mentioned, the conceptual combination that worked for me was synthesizing the history of marketing thought and theory, with systems thinking and efficiency (Shaw, 2009a, 2010). Build your own conceptual framework. To become an expert, be a self-improvement project, study, study, study and integrate to build upon your studies.

Do a SWOT analysis periodically. The vicissitudes of life are defined by our choices. The opportunities taken – be prepared for them; and the ones missed – if you don't see opportunity look more broadly and/or be more creative. In addition to expertise and preparedness, other important strength's worth developing include: resourcefulness, resilience and perseverance. Most success comes from their application: be resourceful, try to avoid or at least neutralize threats; and conquer or at least compensate for weaknesses (e.g. if you are weak in either theory building or quantitative methods, find co-authors). When you stumble be resilient, get back up and persevere toward the goal. Enjoy yourself along the way. Almost every morning I look outside and see the sun rising over the Atlantic Ocean, a new day dawning filled with possibilities. Good luck!

Notes

1. My business experience was written up as an MBA class project, and "Winter Wonderland" (1973) was distributed by Harvard Business School Case Studies, Boston, MA: Harvard Business School. In the late 1980s, Harvard gave me back the copyright, and I still have some original "purple" mimeographed copies.
2. A critical component of my graduate education, generally not included in the MBA degree (because it is mostly a degree for practitioners), which was not added until my PhD program (because it is primarily a degree for social scientists) was the structure and power of scientific method and theory (a set of logically related statements, containing some scientific laws (if x, then y), which are empirically testable, Hunt, 2002).
3. Although Barbara and I divorced after a year in Philadelphia, we remained friends and enjoyed sharing each other's accomplishments. She was having one after another. By age 57, Barbara was Compaq's Vice President of Capital Markets. Unfortunately, she perished in a meeting on the 106th floor of the North Tower in the World Trade Center on September 11, 2001. Barbara A. Shaw's name is memorialized on site and in Morris Township, New Jersey, where she lived, and her name is read at the 9/11 Memorial Services in New York and at her alma mater Florida Atlantic University.

4. Leaving ABD was an error in judgment. Luckily, there was a silver lining. All those years working on my dissertation (even the discarded chapters) produced four journal articles (Shaw, 1990, 2009a, 2010; Shaw and Pirog, 1997), with one reprinted in a scholarly anthology (Hollander and Rasulli, 1993) and two articles work-in-progress (still slowly moving along).

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