

Australasian Marketing Journal

Perspectives on the history and future of the Australian and New Zealand Marketing Academy (ANZMAC)

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Abstract:	<p>This special issue presents a collection of viewpoints from senior members of the Australian and New Zealand Marketing Academy (ANZMAC), including individual Fellows and past and present members of the Executive Committee, which expand on the history, current state and potential future directions of the Academy. In this editorial we summarise four major challenges for the Academy as identified by the intersection of contributions to this special issue, and member discussions arising from special sessions at the 2021 and 2022 ANZMAC conferences. We end with current initiatives and work-in-progress that the Academy has embarked upon to address these challenges.</p>

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Introduction

There are a number of benefits individuals hope to derive by joining a professional association, and the members of the Australian and New Zealand Marketing Academy (ANZMAC) are no different. ANZMAC provides opportunities for networking and professional development, it showcases and recognises exceptional talent in teaching and research, lobbies on behalf of the interests of its members, communicates scholarships and job opportunities, provides digital access to its flagship journal, and at times offers seeding grants to advance research collaborations. Some members argue that overall ANZMAC serves its members well, but not all constituents agree that the organisation performs to its full potential (e.g., Gurrieri & Reid, 2022). In particular, ANZMAC has been criticised for being largely irrelevant to the business community and government (Conduit, Lu & Veer, 2021). It is this conflict that this special issue attempts to address by consolidating the past, present and potential future of the Academy through the perspectives of five senior academics from four academic institutions across Australia and New Zealand, all members of ANZMAC.

While the collection of viewpoints helps shape the opportunities available to ANZMAC, this editorial extends this frame of reference to include the member discussions held at the 2021 and 2022 ANZMAC conferences, to outline four major challenges identified for ANZMAC which may threaten its relevance and meaningfulness. Along with input from the current ANZMAC executive we communicate the current work-in-progress to address each challenge, so that the Academy may further its objectives, reach and impact, and continues to be a valuable and sustainable resource for its members. We begin with a summary of the current structure and functioning of ANZMAC.

About ANZMAC

The Australian and New Zealand Marketing Academy arose from cross-institutional collaborations in the 1990s (see Roberts, 2023; Brodie and Sweeney, 2023 in this special issue for more on this), with an initial focus on a peripatetic annual conference that moves around Australian and New Zealand universities. Over time the Academy has formalised into [Institutional Members](#) and Individual Members, and an elected [Executive Committee](#) of members, guided by a [constitution](#). *Institutional* members are marketing academic units from universities in Australia and New Zealand, that pay an annual fee which entitles their staff to receive discounts for the annual conference, and to apply for a variety of awards. *Individual* members either attended the previous year's conference (the conference registration includes the annual membership fee as part of the cost), or pay the annual membership fee directly, and can apply for awards and grants, nominate for and vote on nominations to the Executive, and participate in the Annual General Meeting. As of March 2023, ANZMAC has 33 Institutional Members, 393 individual members; 190 associate members (higher degree research students who do not pay a fee and cannot vote); 27 [Fellows](#) and 7 Honorary Fellows (retired Fellows with significant past contributions who continue to give back to the ANZMAC community). There is considerable churn in the individual and associate memberships, as not all academics and research students are able to attend the annual conference each year. Hence the benefits of membership beyond attendance at the annual conference must be made salient for members to pay their annual fee directly.

ANZMAC derives its annual income from the Institutional and Individual Membership fees, plus any residual from the annual conference and royalties from the publication of the Australasian Marketing Journal (AMJ), of which the latter two can fluctuate widely.

ANZMAC uses these income streams to provide: seed funding for subsequent conferences; travel grants for students to attend the Doctoral Colloquium associated with that conference;

funding for strategic research initiatives, such as the special interest groups (SIGs); funding the operations of the Academy, including a paid part-time Secretariat position, development and maintenance of the website, and accounting systems; and funding AMJ, the flagship journal for the region.¹

The Executive Committee is elected from a list of nominated current individual members (maximum one nominee per Institutional member)², with all current individual members eligible to vote electronically should the candidate list exceed the available positions.

Successful candidates have a 3-year term, with staggered terms to ensure about a third of the Executive is up for election each time; each elected member can only stand for two consecutive terms. The Executive in turn votes on whom among them should be President, Vice President, Treasurer and Secretary, with no restriction on where those positions are located, although one member must be located within New South Wales to be the ‘Public Officer’ of the organisation, as ANZMAC is officially incorporated in that state.

As a volunteer-run not-for-profit association, ANZMAC draws on the discretionary prosocial efforts of its members, fellows and its elected Executive. The part-time Secretariat position is usually located in proximity to the President, and typically changes a short time after the establishment of a newly elected President. The periodic changing of the Executive, President and Secretariat can induce challenges with institutional memory, and as a volunteer service, brings some significant limitations in establishing longer-horizon strategies and seeing through the implementation of previously agreed initiatives. While Fellows tend to be senior Professors, some of whom do stand for the Executive from time to time, most of the

¹ Changing journal economics has shifted the journal from being a net revenue generator to a significant financial investment for the Academy. The increased journal quality rank (from B to A in the Australian Business Deans Council ranking system) and sharply increased submission and rejection rates reflect the academic impact and reputational benefits of this investment.

² Members must have their nomination endorsed by their academic unit Head or delegate, who must be a current Individual member. Nominated Members do not need to be from Institutional members, which tend to be larger academic units, allowing members from smaller institutions to get a chance of election to the Executive Committee.

Executive in recent years has been populated by mid-career academics, who are also balancing the increasing demands of a full-time academic job.

Brodie and Sweeney (2023) list seven ANZMAC objectives and denote activities the Academy undertakes to help fulfil them. Absent from this list is the advocacy role taken by the Academy through the concerted effort of Fellows and other senior marketing academics on issues which affect the welfare of its members. A case in point is the successful upgrading of AMJ from a B to an A in the 2019 Australasian Business Deans Council (ABDC) journal list.

We now turn to selected challenges facing ANZMAC and the community it serves. We offer a synopsis of what is currently done by ANZMAC to address these challenges, and what initiatives are under development as a potential way forward.

Challenge 1: Addressing Diversity, Equity and Inclusion: embedding indigenous knowledge, experience and examples in the Academy.

The Academy has a particularly important role in recognising and validating the legitimacy of Indigenous forms of knowledge (Dilin Duwas Centre for Indigenous Business Leadership, 2021). For Aotearoa New Zealand this stems from the founding Te Tiriti o Waitangi (The Treaty of Waitangi), signed between the British Crown and Rangatira of Māori iwi and hapū (chiefs of tribes and sub-tribes) on and after February 6, 1840. Some institutions in Aotearoa are now seeking to take their Te Tiriti obligations more seriously, including dual-language branding (such as Te Herenga Waka / Victoria University of Wellington and Te Kunenga Ki Pūrehuroa / Massey University). Similarly, the Australian National University has included the inclusion of indigenous knowledge and cultural learning as one of its strategic objectives.

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Love and Hall (2022: 205) call for “the understanding and incorporation of indigenous knowledge and worldviews and considerations of cultural control, nonappropriation and participatory approaches in marketing”, beyond the tokenism of opening meetings with a welcome to country or a greeting in Māori or other indigenous languages. Indigenous knowledge provides an in-depth understanding of the surrounding environment that comes from long-term residence (Dei, 2000; Love & Hall, 2021). This knowledge informs the harmonious coexistence and the interconnections between the physical and natural, social and spiritual (Barnhardt & Kawagley, 2005; Dodds, Bulmer & Murphy, 2018) and thus illuminates a large range of Marketing possibilities to address the climate change problems that both Australia and New Zealand increasingly face (including, but not limited to: bushfires, floods, droughts, earthquakes, ocean acidification and sea level rise). So how to diversify and include Indigenous knowledges into Marketing curricula, and the Academy more broadly, given its largely monocultural approach to curricula, pedagogy, instruction, and research?

Die (2000) stresses that we must allow Indigenous people to produce and control knowledges about themselves, their communities and societies. This means that the Academy should find ways to facilitate and support the training and employment of Indigenous research students and faculty, and encourage Indigenous faculty to join the Executive to coordinate the use of available Indigenous guest speakers and collate resource materials. However, such a strategy has the danger of contributing further to “cultural or identity taxation” as the few qualified are called upon again and again to contribute (Love & Hall, 2022; Raciti, 2022). Whilst Raciti (2022) recommends an online, self-paced Indigenous cultural competency training program, Die (2000) stresses integration as “maintaining a separate space for Indigenous knowledge” would perpetuate “the problematic idea that Indigenous ways of

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3 knowing/knowledges sit in a pristine fashion outside of the effects of other bodies of
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5 knowledge” (p.129).
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8 The Academy **can** help facilitate the incorporation of “indigenous research methods into
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10 marketing research training” (Love & Hall, 2022, p.206) through its **revamped website which**
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12 **could provide a platform for member sharing of resources. The breadth of resources could**
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14 **include instructional** slides and case studies of Indigenous businesses; recordings of guest
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16 speakers from among Indigenous business leaders and owners; **information on marketing**
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18 **internship** opportunities with such businesses; **and potential project and/or secondary data**
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20 **access opportunities for higher degree research students.**
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25 Beyond indigenous knowledge a special session at the 2022 ANZMAC conference focused
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27 on the importance of adopting a diversity, equity and inclusion (DEI) charter. Ways the
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29 Academy can model DEI best practice in research, teaching and administrative practices were
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31 workshopped with attendees. While some of these initiatives, such as a gender equity charter
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33 between ANZMAC and Institutional Members (Dobele, Ferguson & Schuster, 2022), are yet
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35 to be considered by the Executive, there are DEI communities which ANZMAC proactively
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37 engages with such as those with access, mobility and ability restrictions.
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42 The 2021 and 2022 conferences were delivered in hybrid format, with in-room participants
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44 mixing with online participants for paper sessions. While this was necessary in 2021 because
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46 of travel restrictions, it was not in 2022 where record numbers of in-person registrations were
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48 obtained. However, it was acknowledged that online delivery provides better access for
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50 members who are unable to attend due to illness (not just Covid-19), or due to cost or other
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52 inhibitors (including visa restrictions). It also allows participation by those who have carbon
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54 footprint concerns regarding air travel. Continuing with a hybrid conference option is a
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56 relatively simple way for ANZMAC to demonstrate its commitment to DEI despite the added
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financial cost and organisational complexity. In summary, demonstrating a serious commitment to incorporating indigenous knowledge and DEI into marketing pedagogy, research and organisational practice helps the Academy fulfil at least part of the call to “amplify marginalised voices and be more inclusive” (Gurrieri & Reid, 2022).

Challenge 2: Informing marketing policy and practice in the region

An increasingly important role for the academy is engaging with industry to update and remind practitioners of marketing fundamentals (Ritson, 2021). Ritson (2021) argues that the academy must address what he refers to as the “democratisation of non-legitimate” marketing expertise, whereby You Tubers such as Neil Patel <https://neilpatel.com/> and Gary V <https://www.garyvaynerchuk.com/> have the “loudest voices” and subsequently more influence on current marketing practice than academics, and worse still, actively undermine academics due to their alleged lack of practical marketing experience. Calling for closer relationships between academics and practitioners is hardly new (see for example Vilkelyte, 2018) and has been the explicit theme for ANZMAC conferences in 1998, 2001 and 2018, along with many calls by keynote speakers and journal editors for enhancing ‘relevance’ (Harrigan, Dolan & Lee, 2022). Nonetheless, the academic-practitioner gap remains (Alpert, Brown, Ferrier & Gonzalez-Arcos, 2021; Patel, Pandey & Sharma, 2019).

So how can ANZMAC address this challenge given that it and marketing academics generally are seldom considered thought leaders in the business community or political sphere (Conduit, Lu & Veer, 2021), and a significant gap exists between the relevance of research expected by practitioners and the conceptual contribution expected by academic journals (Patel, Pandey and Sharma, 2019)? As an applied field of enquiry (Lehmann, McAlister & Staelin, 2011) there is an expectation that marketing will help inform

managerial practice (Foltean, 2019), and a high value should be placed on evidence-based knowledge created through academic research in marketing to inform managerial decision making. Industry practices based on legacy, intuition, or data snapshots lead to avoidable costs and risk (Kumar, 2017).

While individual academics can exert greater effort to forge links with industry to collaboratively solve relevant, interesting problems, engage with the media, and conduct joint symposiums with practitioners, there are a number of initiatives which ANZMAC has or is implementing to facilitate greater systematic collaboration with marketing practice. First, ANZMAC published a [Statement on Academic-Practitioner Gap](#) in formal acknowledgement of its importance to the discipline (ANZMAC, 2021). By taking a public stance through issuing this Statement, ANZMAC formally recognises the issue and also provides a citation that others can use.

Second, ANZMAC and AMJ have established the “ANZMAC AMJ Industry Relevance Award” (Aitken, 2023), which has as its purpose to “recognize and inspire industry relevant research that makes the most significant contribution to advancement of the practice of marketing” (Ngo, 2022, p.1). Winning authors receive a plaque and a monetary prize sponsored by the Australian Marketing Institute (AMI). Third, ANZMAC co-sponsors with AMI an applied research grant scheme for industry-selected relevant research topics up to the value of \$10,000, with deliverable outcomes that include valuable insights for industry partner. Finally, there is increased industry engagement at the annual ANZMAC conference, with industry sponsorship of the conference itself; practitioner keynote speakers and industry panels (e.g., Australian Ad Council) at conference sessions.

Challenge 3: Facilitating the adoption of new teaching and learning models

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New modes of learning that students desire **conflict** with institutional decision making as to when, how and where learning will take place (Ritson, 2021). ANZMAC has a role in tackling this tension in the face of an explosion of online applied Marketing-related training certificates which can be completed quickly, cheaply and piecemeal relative to a comprehensive university degree. The offering of micro-credentials has been the typical response by universities in addition to other trends such as the application of technology-enabled learning approaches, chunking of content into asynchronous mini lectures and flipped classroom models (Harrigan, Dolan & Lee, 2022). The COVID pandemic encouraged and necessitated distanced learning, and van Heerde (2023) describes some of the positives that have arisen from this “boom in Zoom”, but anecdotal evidence suggests many students have been slow to return to an on-campus presence. Asynchronous learning poses challenges for active participation, group work, auditing of learner assessments, and provision of social and learning support for students (Fabrizz, Mendzheritskaya & Stehle, 2021).

ANZMAC continues to play the conduit for the sharing of best teaching practices through a number of activities. Two key awards are dedicated to career achievements in teaching innovation namely, the Emerging Educator and Distinguished Educator Award. ANZMAC also encourages pedagogy research papers at its annual conference through its dedicated Marketing Education track and at times offers teaching-focussed workshops around the annual conference. It is in the process of establishing an **Education SIG and has established the ANZMAC online seminar series to run through 2023 and beyond, with several slots allocated to marketing education topics, managed by the newly established Education sub-committee of the Executive. The revamped ANZMAC website could also provide a conduit for the sharing of teaching materials and learning practices.**

Challenge 4: Pivoting towards sustainability

Whilst ANZMAC has a role to inform local marketing policy and practice, “Universities acknowledge that they have a responsibility to engage with and respond to the aspirations and challenges of the world and to the communities they serve to benefit humanity and contribute to sustainability” (O’Malley, 2022). Indeed, the geopolitical conflicts, migration, global warming and the pandemic are major disruptors that challenge our research priorities. Aitken (2023) a recent former president of ANZMAC, posits the 17 [United Nations Sustainability Development Goals](#) (SDGs) as one such key challenge and opportunity for marketing. According to Aitken (2023), the Academy “should lend its intellectual weight to, and its marketing education focus on, addressing social and environmental issues and providing the academic motivation and support to encourage the changes to patterns of consumption that will contribute to the wellbeing of society” (p.2), with SDG 12 (Responsible Production and Consumption) seen as having the most connection to topics often explored within marketing and by marketers. As Aitken (2023) notes, “Marketing has played a significant role in encouraging the types of consumption behaviours that have, and continue, to contribute to the depletion of resources, increases in inequalities and degradation of the environment. If marketing can be so successful in promoting these behaviours, surely it can be equally as successful in reducing them” (p.2). Aitken (2023) proposes ten suggestions on how the Academy can meaningfully address the SDGs, **including that AMJ requires all submissions to explicitly address the SDGs, and that ANZMAC updates its Strategic Plan to prioritise commitment to the SDGs. Further, there appears to be an appetite for the creation of a Sustainability SIG and continue the adoption of sustainable practices at ANZMAC events such as efforts to actively reduce waste (e.g., hard copies of conference programs, single use plastics in catering and conference bags) to minimize detrimental impact on the environment.**

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Let us not forget

ANZMAC provides an intergenerational, respectful community which shares a common interest and purpose. Indeed, it offers a community platform for members to interact, share ideas, support and offer development opportunities that are key to the sustainability of this prosocial model. A healthy Academy provides members a strong sense of belonging, collaboration, learning and advocacy for the discipline, and we feel this support may help to mitigate the intensification of academic workloads (Gurrieri & Reid, 2022).

ANZMAC provides the platform where bold new initiatives to serve members are supported, free from the shackles of idiosyncratic university bureaucracies and risk adverse institutional settings. There have been examples where the Academy has achieved this. For example, the 2020 ANZMAC conference which had to be deferred due to extended COVID related lockdowns in Melbourne and budget freezes could only take place in 2021 because registration and financial management was transferred from the host university to the Academy. ANZMAC provided agile governance, higher risk appetite, quick response times and longer-term budgets which complemented the rapid short-term regulatory changes to the pandemic (shutdowns, border closures, COVID protocols, etc).

Conclusion

There is a saying that you should not look back because you are not going that way - but without a clear understanding of where you have come from, any direction poses a way forward. This collection of viewpoints helps us better understand ANZMAC’s past and present to shape the future prosperity and direction of the Academy: the institution of ANZMAC itself; its many institutional and individual members; and the academic units in which those members are located. Thus we dedicate this editorial to our community members

who have served with energy and passion to advance thinking, research and teaching in marketing and have generously shared their resources for the benefit of others.

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