

anzmac
AUSTRALIAN & NEW ZEALAND MARKETING ACADEMY

Strategic Review

December 2024



1. EXECUTIVE SUMMARY

This report on the Australian and New Zealand Marketing Academy's (ANZMAC) 2024 strategic review presents a range of research-based findings and offers consequent recommendations across six key themes: *membership and benefits*; *awards and support*; *Higher Degree by Research (HDR) students*; *education/teaching*; *inclusion and belonging*; and *industry engagement*.

For **membership and benefits**, the key recommendations are for ANZMAC to undertake the following: i) review individual and institutional membership offerings; ii) increase the level and transparency of communications around membership offerings; and iii) review the ability to run and offer more events during the year, outside of the annual conference.

For **awards and support**, the key recommendations are for ANZMAC to: i) introduce an ANZMAC Industry Impact Award; ii) formalise the service award; iii) review, more broadly, the awards offering, application and judging processes. We also recommend ANZMAC to: i) review feasibility of events' offering outside the conference; ii) define the value proposition of the ANZMAC conference; iii) undertake ongoing consultation with New Zealand members to ensure greater representation; and iv) explore the possibility of ongoing partnerships options.

For the **HDR students**, the key recommendations are for ANZMAC to: i) continue offering travel grants, scholarships and the conference volunteer fee-waivers; ii) initiate more training, mentorship, and career advice opportunities; iii) create a peer-to-peer support and collaboration platform; and iv) consider hosting an online mid-year doctoral colloquium.

For **education and teaching**, the key recommendations are for ANZMAC to: i) develop a mechanism and community for sharing of best-practices in marketing education; ii) consider its role in accreditation and standardisation of marketing education; and iii) recognise and offer differentiated career support for teaching-specialists.

For **inclusion and belonging**, the key recommendations are for ANZMAC to: i) facilitate structured networking events and mentoring programs to better represent all members; ii) create an advisory group for the executive committee to provide advice on appropriate support and initiatives around inclusion and belonging, and ethical behaviour; iii) consider how best to ensure diversity of representation on the ANZMAC executive committee; and iv) develop policy statements on diversity, equity and inclusion, and ethical behaviour.

For **industry engagement**, the key recommendations are for ANZMAC to: i) develop an ANZMAC Industry Impact Award; ii) maintain the AMI-ANZMAC Applied Research Grants and consider expanding to the New Zealand equivalent; and iii) have an executive committee individual or sub-committee dedicated to industry engagement.

The recommendations from this report will be presented and discussed at the ANZMAC 2024 conference in Hobart and will be considered for implementation by the ANZMAC executive committee from 2025.

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4. INTRODUCTION

The Australian and New Zealand Marketing Academy (ANZMAC) is 26 years old, with 501 active individuals and 39 active institutional members at time of writing. Our last three conferences, in Hobart, Dunedin and Perth attracted 522, 393 and 485 registrations, respectively. On these markers, the association is in excellent health, with opportunities to improve and grow. However, the last strategic review was carried out in 2016 and did not include primary data in outlining strategic recommendations.

The current strategic review was driven by a 2023 editorial in the Australasian Marketing Journal by Bove and Murphy titled [Perspectives on the History and Future of the Australian and New Zealand Marketing Academy \(ANZMAC\)](#). The editorial raised four challenges for ANZMAC:

1. Addressing diversity, equity and inclusion: Embedding indigenous knowledge, experience and examples in the Academy
2. Informing marketing policy and practice in the region
3. Facilitating the adoption of new teaching and learning models
4. Focusing on financial viability

These challenges require strategic consideration from ANZMAC, specifically its executive committee. Thus, it was decided to undertake a research-based strategic review to explore members' perceptions of the current state of ANZMAC, with the aim of making recommendations around key focus areas from 2025 onwards.

Based on these premises, this report presents the findings and consequent recommendations of a strategic review that seeks to lay a foundation for the ongoing success of ANZMAC. The strategic review is organised along six themes, identified in consultation with the ANZMAC executive committee. They constitute the terms of reference for the strategic review.

1. **Membership and benefits**
2. **Awards and support**
3. **Students**
4. **Education and teaching**
5. **Inclusion and belonging**
6. **Industry engagement**

Findings are based on quantitative and qualitative data collected from ANZMAC's members in a [survey](#). The research, analysis and recommendations were undertaken and developed by the ANZMAC strategy sub-committee, which included [Frank Alpert](#), [Paul Harrigan](#), [Ann-Marie Kennedy](#), [Andrew Murphy](#), [Linda Robinson](#), [Lara Stocchi](#), and [Billy Sung](#).

Building on the 2016 strategic review, and subsequent initiatives, the 2024 review maintained a similar purpose in that a set of recommendations are presented for the future ANZMAC executive committee. However, the breadth of our research-based approach means that many of the recommendations are issues to consider and prioritise, rather than an exhaustive list of initiatives. In short, some recommendations are 'easy' short-term wins, and some require further micro-level review and development over the long-term. Thus, for each recommendation we offer a set of key considerations for the 2025 executive committee's deliberation and planning.

The recommendations from this report were also presented and discussed at the ANZMAC 2024 conference, seeking further feedback and input from the wider community. A final list of the key recommendations and action points will thus be implemented starting from 2025.

5. METHOD

To undertake this strategic review, the strategy sub-committee of ANZMAC's executive committee (working party) designed an [online survey](#) distributed via email invitation to the current (2024) database of ANZMAC full members (n=319) and lapsed members (n=808), but not associate members (i.e., Higher Degree by Research (HDR) students). The total potential population is therefore N=1,127.

The survey included a series of close-end and open-end questions, gathering respondents' views on six core themes identified as the focus of the strategic review as specified in the [Introduction section](#) of this report. Consultation with experts on the subject-matter from within the ANZMAC community was undertaken regarding the inclusion and belonging questions.

The sample specification was that respondents would only include individuals who answered YES to the question *"In the last 12 months, have you had any interaction with the Australian and New Zealand Marketing Academy (ANZMAC)? This might include visiting the website, receiving and reading newsletters, attending the annual conference, applying for an award, following its social media pages etc."*.

Following multiple reminders and invitations for data collection (e.g., cross-posting of the survey on ANZMAC's social media pages and direct email invitations to Heads of Disciplines across Australia and New Zealand), the survey resulted in n=92 usable responses (8 per cent response rate). The demographic data on the sample are provided in [Section 12](#) of this report. The findings and recommendations pertaining to the six themes of the strategic review are presented in the following sections.

For each of the key focus areas of the strategic review, the sub-committee analysed the data derived from this sample, focusing on descriptive findings and draw actionable recommendations. All quantitative results also include explanation and, as appropriate, contextualisation. For the open-end questions, the report presents the aggregated results of thematic analysis conducted in pairs of researchers to ensure consistency in the interpretation of the data. The report also includes short quotes by respondents, as appropriate. For each set of results, the report then summarises in table format a set of key recommendations.

The recommendations from this strategic review have been also shared at a dedicated session at the 2024 annual conference in Hobart, resulting in additional suggestions and items for consideration based on iterative/open discussions with approximately 40 ANZMAC members and attendees, covering all stages of career and levels of engagement with the ANZMAC community. The final list of strategic recommendations then formed the input for further consultation with the ANZMAC 2025 executive committee and presented for feedback on ANZMAC website and social media accounts (LinkedIn and Facebook).

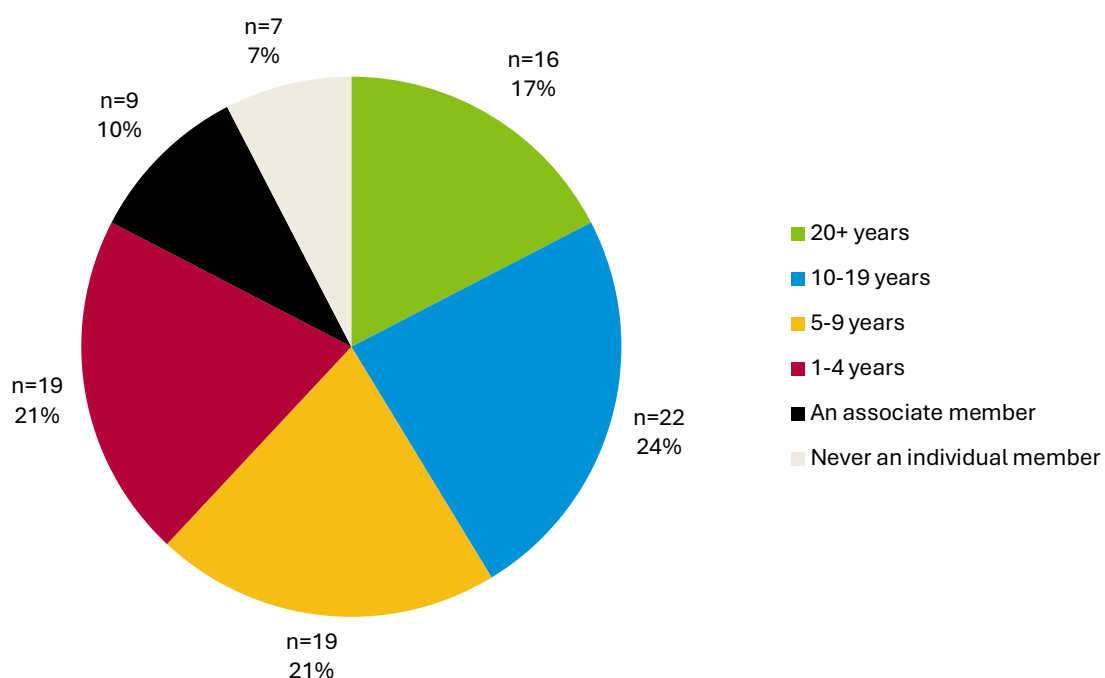
6. MEMBERSHIP & BENEFITS

ANZMAC has two types of memberships:

- **Institutional membership.** For universities, who pay a tiered annual fee for a range of benefits, relative to the size of the organisation (1-9 or 10+ academics).
- **Individual membership.** For individuals, who pay a flat annual fee of AUD 120 (plus GST for Australians), for a range of benefits.

In the survey, most respondents (93 per cent, n=85) were a current or past individual member of ANZMAC. As illustrated in Figure 6.1, 24 per cent (n=22) of respondents have been an individual member for 10-19 years, 21 per cent (n=19) for 5-9 years, and 21 per cent (n=9) for 1-4 years.

Figure 6.1 Length of ANZMAC individual membership

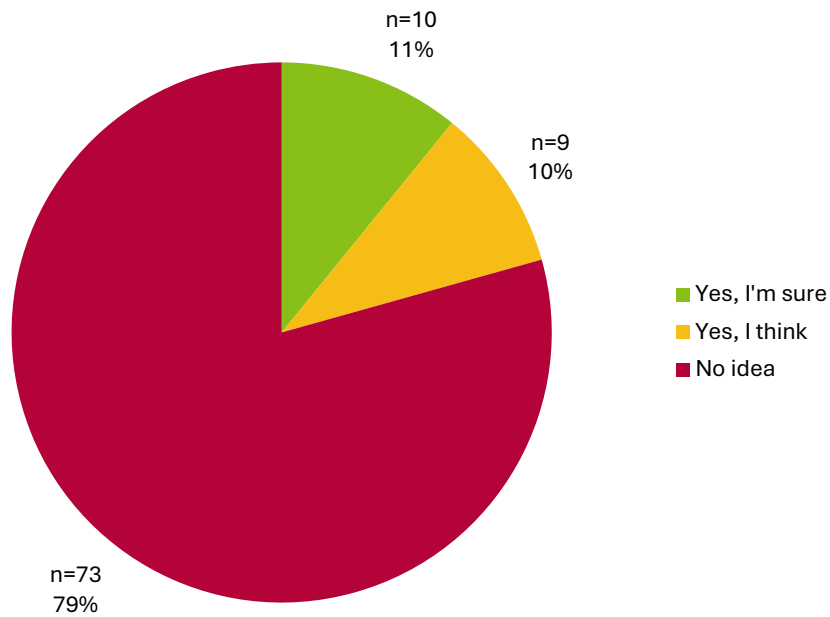


Individual membership payment largely comes through conference attendance, as the annual membership fee is included in the conference fee¹. However, according to survey results, those who do not attend the conference are able to purchase an individual membership for the year; 26 per cent (n=23) of respondents reported that they had become a member in this way. 22 per cent (n=20) of respondents were not aware they could become a member in this way. 43 per cent of respondents (n=39) were not interested in doing so.

The survey's respondents were also asked if they knew how much it cost to be an *individual member*. As illustrated in Figure 6.2, only 11 per cent (n=10) of respondents were sure about the AUD 120 annual fee (plus GST for Australians), and two gave the wrong value when prompted (AUD 100, 160 stated). Of the 10 per cent (n=9) of respondents that were less sure, only one gave the correct value, with most overestimating the cost (AUD 125, 150, 200, 1,300 estimated). Most respondents (79 per cent, n=73) had no idea of the cost of individual membership.

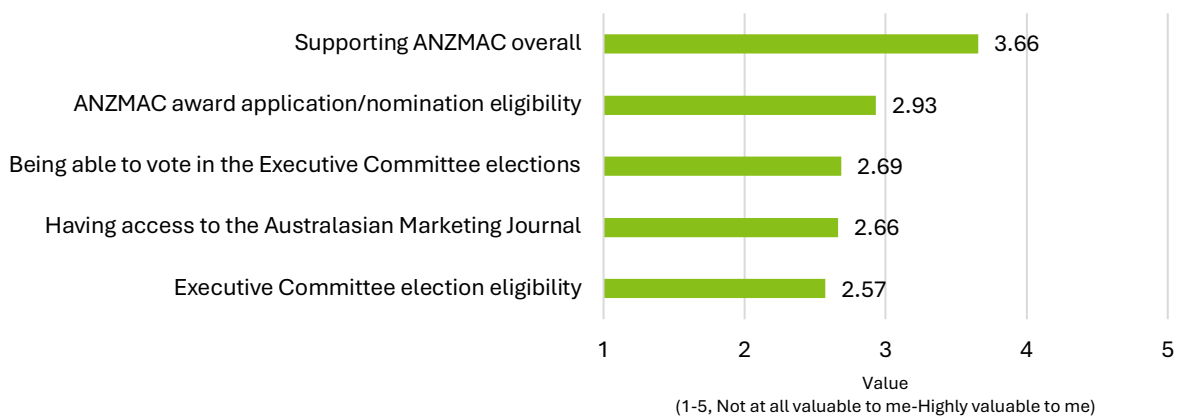
¹ Note that Higher Degree by Research (HDR) students registering for the conference are awarded Associate Membership, which does not attract a fee, but also attracts fewer benefits.

Figure 6.2 Awareness of ANZMAC individual membership cost



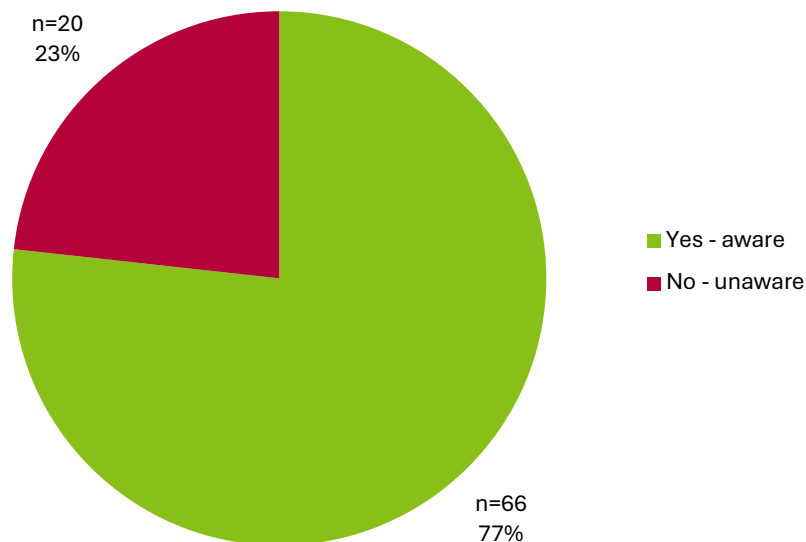
Among the perceived benefits of being an individual member, based on survey results, Figure 6.3 illustrates that there is relatively low agreement. Most value is attributed to *supporting the work of ANZMAC, and ANZMAC as an organisation* (mean 3.66, standard deviation (SD) 1.23). Second to that is *being eligible to apply/nominate for the ANZMAC awards* (mean 2.93, SD 1.36). The least valuable benefits are perceived to be *having access to the Australasian Marketing Journal (AMJ) via ANZMAC.org* (mean 2.66, SD 1.37), and *being eligible to stand for the executive committee elections* (mean 2.57, SD 1.41).

Figure 6.3 Perceived value of individual membership benefits



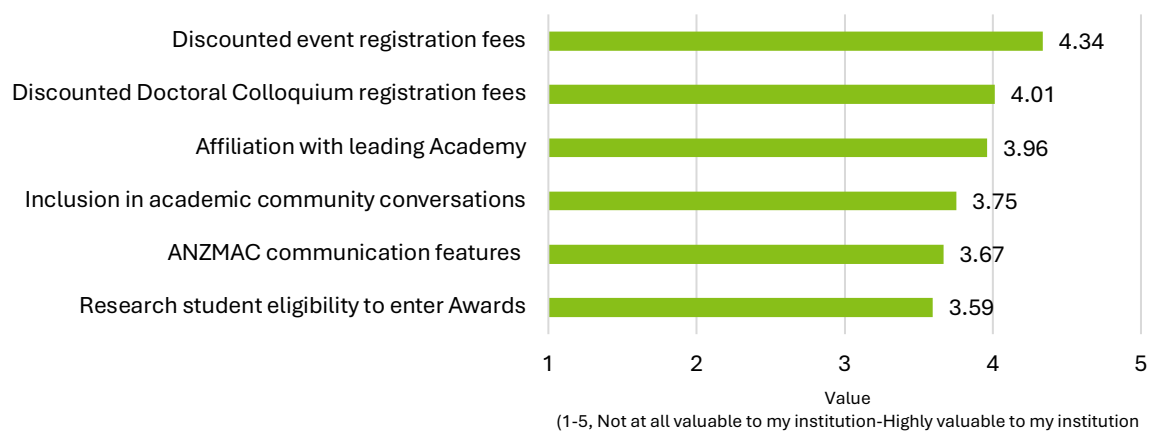
Moreover, survey respondents' knowledge about whether their university is an *institutional member* of ANZMAC was high (see Figure 6.4).

Figure 6.4 Awareness of institutional membership



Among the perceived benefits of being an institutional member, Figure 6.5 illustrates that the survey returned relatively high agreement on the perceived value of the range of benefits of institutional membership, particularly when compared to the perceived value of the benefits of individual membership. Most value is attributed to *discounted registration fees to attend ANZMAC conferences and other official ANZMAC events* (mean 4.34, SD 1.10). Second to that is *having discounted ANZMAC doctoral colloquium registration fees* (mean 4.01, SD 1.28). The least valuable benefits are perceived to be *having research student eligibility to enter the ANZMAC-Layton Dissertation Award* (mean 3.59, SD 1.41), and *being featured in ANZMAC communications with the member database, including job hire announcements* (mean 3.67, SD 1.21).

Figure 6.5 Perceived value of institutional membership benefits



Analysis of qualitative data around *additional benefits that ANZMAC could provide to individual members* is summarised into a range of suggestions:

- *Lower conference fees or discounts for the conference.* This idea was suggested by some, but not the majority, of respondents.
- *More training and development.* This idea was suggested by most respondents. Comments pointed to Australian and New Zealand Academy of Management (ANZAM), the European Marketing Academy (EMAC) and the American Marketing Association (AMA) as examples of having many workshops as well as research presentations at the annual conference. A specific training called for was *reviewer training*.
- *More or better networking opportunities.* This idea was suggested by most respondents, specifically *networking events throughout the year* and *more local networking*.

Analysis of qualitative data around *additional benefits that ANZMAC could provide to institutional members* is condensed into one main suggestion: *more training and workshops*.

6.1. Additional insights from the consultation session at the 2024 annual conference

Based on the input and iterative discussions during the dedicated session at the annual conference, the following additional points and suggestions concerning the ANZMAC membership and value emerged.

Core membership explanation/value proposition

- Clarify ANZMAC value and purpose more in the same context where options for membership are delineated.
- Improve and explain value of individual membership besides the conference.
- Consider having nominal fees for specific events.
- Considered tiered fees approach.

Other suggestions

- More service roles available for CV-building opportunities.
- Increase access to educational resources (e.g., sharing advances about AI and teaching, or other teaching approaches and innovations).
- Expand access to collaboration opportunities incl. for funding.
- Enhance access to knowledge besides the conference across a range of skills using the website as main touchpoint.
- Set-up a database and approach for direct communications with members (expand from newsletter/content of value/relevant content), to be coordinated with website and LinkedIn connections.

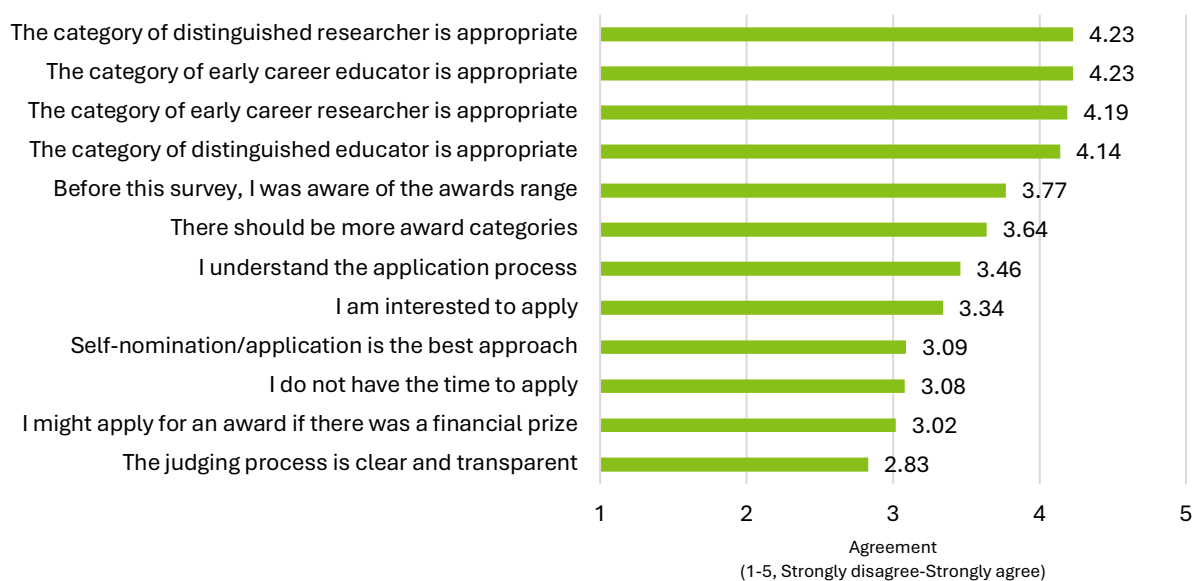
6.2. Recommendations pertaining to membership and benefits

Recommendation	Considerations
Review individual membership offering; fee and benefits	Determine whether membership fee be included in conference registration fee. Consider increasing range of benefits or level of benefits? Assess appropriate level of fee in line with above, and other similar associations.
Review institutional membership offering; fee and benefits	Consider increasing the range of benefits or level of benefits. Introduce sliding scale of membership/benefits. Consider overlap between individual/institutional membership. Assess appropriate level of fee in line with above, and other similar associations. Revise plan for communication and access to members. Enhance opportunities for intangible benefits resulting from knowledge/content sharing.
Increase level and transparency of communications around membership offerings	Review use of website as source of information provision and membership subscription. Consider providing financial information in channels other than AGM.
Review ability of ANZMAC to run/offer more events during the year outside of the annual conference	Review offerings of other similar associations, and assess relevance for ANZMAC (e.g., for a nominal fee). Consider possibility to co-host/sponsor institutional member events. Explore the option of a mid-year doctoral colloquium.

7. AWARDS & SUPPORT

Figure 7.1 illustrates differing levels of agreement on a range of statements around ANZMAC's awards offering resulting from the survey. There is relatively strong agreement that our existing awards categories are appropriate (means 4.23, 4.23, 4.19, and 4.14; SDs 0.78, 0.75, 0.82, 0.88). However, there is low agreement that our judging process is clear and transparent (mean 2.83, SD 0.78). There is also relatively low agreement that a financial prize would lead to more award applications (mean 3.02, SD 0.75), or that the time required to apply for an award is a barrier (mean 3.08, SD 0.82). Respondents also do not overly agree that self-nomination is the best approach for our awards process (mean 3.09, SD 0.88). Agreement that there is interest in applying for and understanding the process of the awards is also not overly high (means 3.34, 3.46; SDs 1.35, 1.23).

Figure 7.1 Views on ANZMAC awards

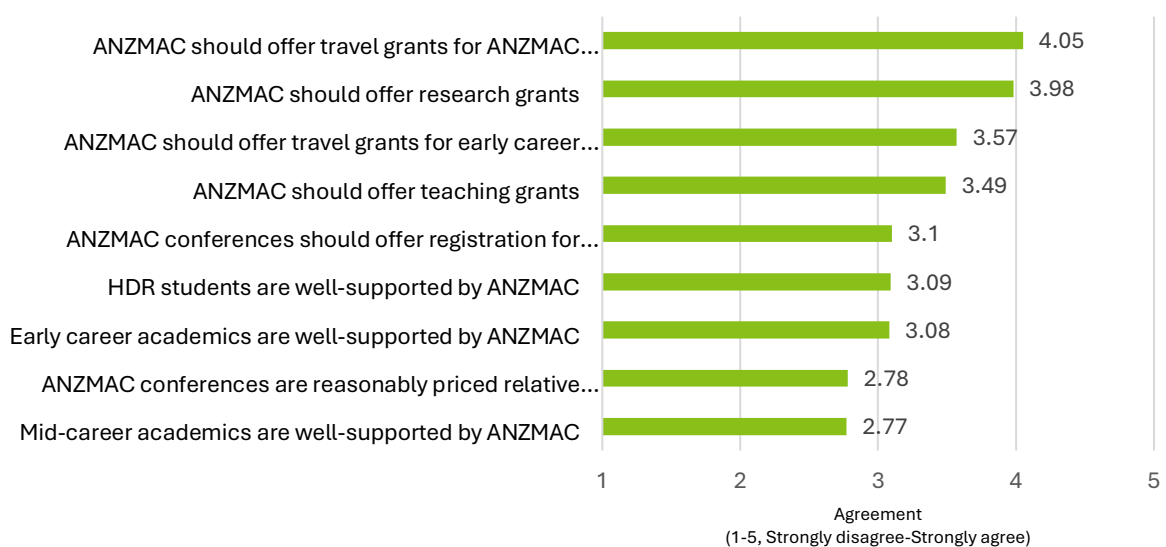


Additionally, the analysis of qualitative data from the survey around *general suggestions on the ANZMAC awards and on initiatives that would increase the likelihood of award applications* is summarised into a range of suggestions:

- **Broader range of awards.** Awards currently only cover research and teaching but could be expanded to include *industry impact* and *service*.
- **More consideration of mid-career academics.** Awards currently provide for emerging (early career) and distinguished (late career) academics. There must be options for mid-career academics too.
- **Streamlining of application and judging process.** Many comments expressed that the awards were *too hard/not transparent/too political and subjective/and too time consuming*.

Figure 7.2 illustrates differing levels of agreement on a range of statements around ANZMAC's support of its members derived from the survey. There is relatively strong agreement that ANZMAC should offer travel grants for ANZMAC doctoral colloquium participants (mean 4.05, SD 1.00), and offer research grants (mean 3.98, SD 1.17). However, there is low agreement that mid-career academics are well-supported by ANZMAC (mean 2.77, SD 1.00), and that ANZMAC conferences are reasonably priced relative to similar conferences (mean 2.78, SD 1.19). There is also relatively low agreement that early-career academics and HDR students are well supported by ANZMAC (means 3.08, 3.09; SDs 0.84, 0.86). It is noted that there is not strong agreement for online attendance options at our conference (mean 3.10, SD 1.42). There is slightly higher agreement for ANZMAC to offer travel grants for early career academics and teaching grants generally (means 3.57, 3.49; SDs 1.23, 1.37).

Figure 7.2 Views on ANZMAC support



At the same time, analysis of qualitative data from the survey around *general suggestions on how ANZMAC could better support its members* is summarised into a range of suggestions.

- *More consideration of mid-career academics.* Awards are focused on early- or late-career academics.
- *Online options for conference attendance.* This is stated as important given increasing costs, reduced funding, and global nature of association.
- *Reduction of conference registration fee.* Many respondents benchmarked ANZMAC's conference against other conferences, larger and smaller.
- *More focus on New Zealand members.* There is a perception in New Zealand that ANZMAC is overly Australia-centric in its decision-making.
- *Possibility to secure additional partnerships for ANZMAC generally.* Rather than solely focusing on conference sponsorship, why not attracting association-level sponsorships and even better strategic partnerships.

7.1. Additional insights from the consultation session at the 2024 annual conference

Based on the input and iterative discussions during the dedicated session at the annual conference, the following additional points and suggestions concerning the ANZMAC awards and support emerged.

New awards suggestions

- Mid-career award/mid-career research excellence award.
- Well-rounded mid-career award (teaching, research and service).
- Mid-career educator award.
- Award for scholarly engagement.
- Award for scholarship of teaching and learning.
- Impact award – not just ‘industry engagement’, needs to be sustained engagement and could be team or individual.
- Team-teaching awards/team impact award.
- Research translation award.
- More service awards.

Processes and support suggestions

- Publish award rubrics and processes.
- Clearly define ECR as 0-5 years; mid-career 5-15 years; distinguished 15+.
- Support program to show career pathways.
- Training and courses – e.g., course/teaching innovation, Indigenous perspectives, new assessments, getting grants etc.
- Have education focus role on the executive committee.
- Connection with the SIGs.

7.2. Recommendations pertaining to awards and support

Recommendation	Considerations
Introduce an ANZMAC Industry Impact Award	<p>Such an award would be consistent with the ANZMAC Statement of 2021 on the importance of real-world impact, and it can extend the collaboration between ANZMAC and industry professionals and their associations.</p> <p>An industry impact award recognises the real-world impact by marketing academics, and it helps them provide evidence of their real-world impact to other bodies such as university tenure and promotion committees or government grant agencies.</p> <p>The credibility of this award will be enhanced by marketing professionals being involved in the judging process. The considerable number of applications for the small amount of funds available to the AMI-ANZMAC Applied Research Grants suggests that being recognised by industry professionals provides useful evidence of the real-world impact of your research.</p>

Formalise the ANZMAC service award	<p>While we have recently introduced a service award, it has not been sufficiently publicised or explained. Detail is required on the ANZMAC website.</p> <p>Consider streamlined nature of award process, where it is currently not awarded through self-nomination, but rather identification by the executive committee.</p> <p>Consider scope of award, which is currently limited to service to ANZMAC as a community.</p>
Review the awards offering, considering early-, mid-, and late- career academics	<p>Other scholarly associations offer a larger set of awards, such as the American Marketing Association, which lists over 30 awards. In terms of costs and benefits, awards deliver benefits at zero cash costs and leverage the existing capability of the association, so it is not surprising they are increasingly popular among scholarly associations.</p> <p>Need for particular focus on catering for mid-career academics across all award categories, clarifying how the tiers and career stages are defined.</p> <p>Consider scholarship of teaching awards' offering.</p>
Review the awards application and judging process with a view to streamlining and improving transparency	<p>Consider process of awards promotion, application, judging, communication, and presentation with a view to increasing interest in and applications for our awards.</p> <p>Focus on transparency, objectivity, fairness, and efficiency. Publish rubrics and formalise judging process (e.g. term limits, demographic balance).</p> <p>Set-out informative and/or training sessions (perhaps online and then also at the conference for the following year).</p>
Undertake consultation with New Zealand members to ensure representation and input	<p>Consider views of New Zealand members on the executive committee.</p> <p>Conduct follow-up qualitative research with a range of New Zealand stakeholders.</p> <p>Expand collaboration with the marketing professional association from New Zealand (equivalent of AMI) and find somebody within the Executive Committee who can follow up on groundwork by Professor Alpert.</p>
<p>Consider possibility of sponsorship at ANZMAC, as well as conference, level, including with market research organisations</p> <p>Pivoting towards strategic partnerships</p>	<p>What benefits could we offer in a sponsorship, and how can we pivot toward strategic partnerships instead?</p> <p>Review how other associations approach sponsorship (e.g., the The Accounting and Finance Association of Australia and New Zealand)</p> <p>Identify potential sponsors/partners</p>

8. HDR STUDENTS

Analysis of qualitative data from the members' survey around *how ANZMAC could best support HDR students* is summarised in Table 8.1².

Table 8.1 Suggested support and initiatives for students

Theme	Examples of Quotes
Continuation of current support schemes	<i>"Travel grants, volunteer opportunities"</i> <i>"Already provide good support"</i>
HDR marketing and methodology training	<i>"More training and development, online workshops on paper development"</i> <i>"...periodic online workshops for doctoral students, and writing bootcamps"</i>
Career advice workshop	<i>"publishing and career development tailored specifically for doctoral students."</i>
Online mid-year doctoral colloquium	<i>"Support for PhD student self-run colloquia (colloquium)"</i> <i>"mid-year event"</i>
Platform of peer-to-peer support and collaboration across countries	<i>"Networking opportunities beyond the doctoral colloquium - virtually if not physically"</i>
Financial support to assist student travel, research, and conference registration (heavily discounted registration)	<i>"funding (if possible) as funding pools are not as "deep"...in some institutions"</i> <i>"Reduced the fee for the doctoral colloquium"</i>
Job market/platform	<i>"Help create a job market for PhD students, similar to AMA."</i> <i>"There needs to be job support training for very early doctoral candidates (pre-confirmation)"</i>
Mentorship from senior academics and fellows	<i>"Facilitating mentoring through a mentoring programme would benefit HDR students"</i>

8.1. Additional insights from the consultation session at the 2024 annual conference

Based on the input and iterative discussions during the dedicated session at the annual conference, the following further reflections linked to HDR students and ANZMAC arose.

Linked to DC and conference

- Include more sessions dedicated to teaching at the DC (e.g., how to write/develop a teaching philosophy statement).
- Setting up expectations regarding to teaching/all-round career development sessions.
- More 'how to' sessions at both the DC and the main conference (e.g., how to review papers, how to respond to reviews, how to deal with feedback/rejections).
- DC mentors' training.
- DC follow up sessions/tracks at the main conference managed through a SIG to make it easier to connect.
- Videos of best papers from the DC/more collaterals resulting from DC.
- Applied sessions at the conference.

² There was no quantitative data collection on this theme.

Asynchronous/general

- Ongoing/all-year-round mentorship process.
- Repository of teaching materials, case studies and best practices or even examples of marketing courses made available online.
- Scholarship of teaching resources and support/sharing of knowledge.
- Explaining research and teaching nexus, and industry and teaching nexus.
- Marketing education and marketing professional skills frameworks (to be developed long-term).
- Training and accreditation of sorts for teaching (expectations/requirements).
- Practice for job interviews/guidance for job market.
- Follow up meeting with mentors from the DC.

Based on the combination of the survey results and the consultation session held at the conference, the resulting recommendations are as follows.

8.2. Recommendations pertaining to students

Recommendation	Considerations
Extend the benefits and the mentorship from the DC into the conference	Consider establishing a dedicated session/SIG at the conference to enhance visibility and feedback for discussants. Think about the kind of training sessions/professional developments initiatives can be included in the DC vs. main conference program for more support. Come up with a plan to enhance the resources and training around teaching. Determine if there could be more intentional practice/how to sessions for the job market.
Continue to offer travel grants, scholarships and the conference volunteer fee-waiver for HDR students	Explore the possibility to increase places and/or amounts for travel grants. Expand and enhance promotion of the conference student volunteer fee-waiver program. Consider providing further discount for HDR student registration.
Initiate more training, mentorship, and career advice opportunities for HDR students	Determine what training should be prioritised and feasibly delivered moving forward. If ANZMAC provides HDR training, figure out how ANZMAC can minimise duplication with training/supervision offered in the university. Rethink the meaning and expectations of mentorship. ANZMAC to perhaps create a session in the main conference for potential mentor and mentee meet and greet. Expose HDR students to career advice beyond academia. Consider whether the current job promotion conducted by ANZMAC on social media (and potentially on the website in the future) sufficient.

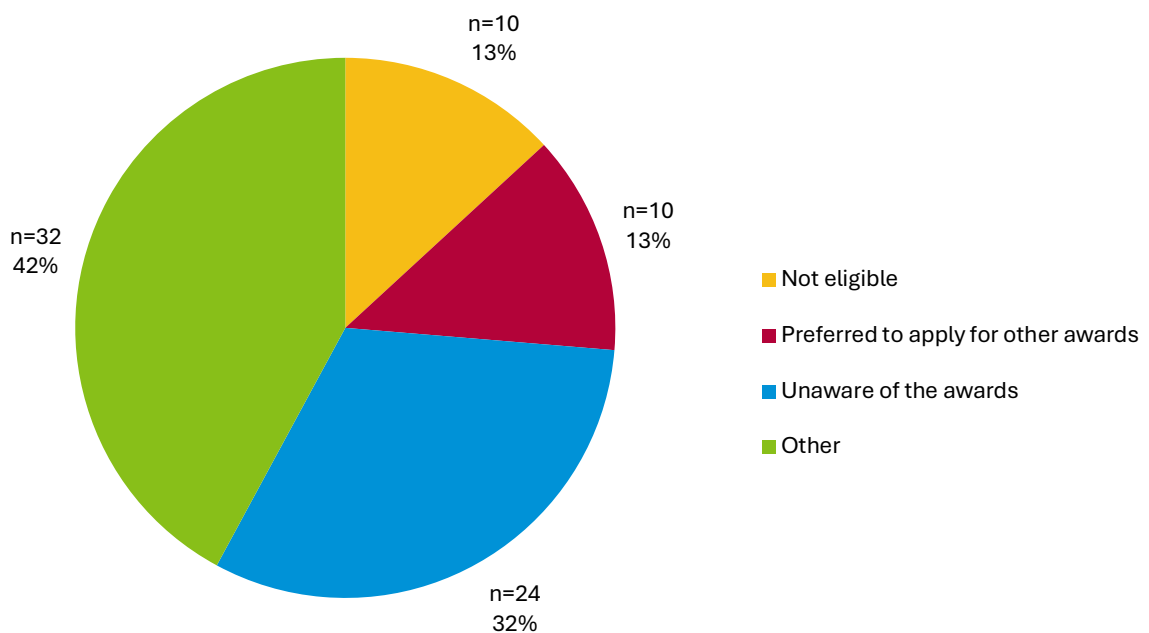
<p>Create a peer-to-peer support and collaboration platform</p>	<p>Leverage and nurture relationship with the newly formed ANZMAC DocCom to facilitate more peer-to-peer support and encourage peer-to-peer collaboration. ANZMAC to consider establishing a research funding scheme for HDR students to carry small project/peer-to-peer collaborations.</p>
<p>Consider hosting online mid-year doctoral colloquium</p>	<p>ANZMAC to determine: How feasible and viable is an online mid-year doctoral colloquium? And: How can institutional members host and contribute to an online mid-year doctoral colloquium? But also: Will the mid-year doctoral colloquium ‘cannibalise’ the conference doctoral colloquium registration?</p>

9. EDUCATION & TEACHING

According to the survey, among respondents who attended all recent (2021-2023) ANZMAC conferences (16 per cent, n=15 of the sample), 40 per cent (n=6) of respondents submitted their work to the marketing education track in recent conferences. Those who did not submit their work to the marketing education track reported that this was primarily due to not having anything new to share, and a preference for targeting other tracks.

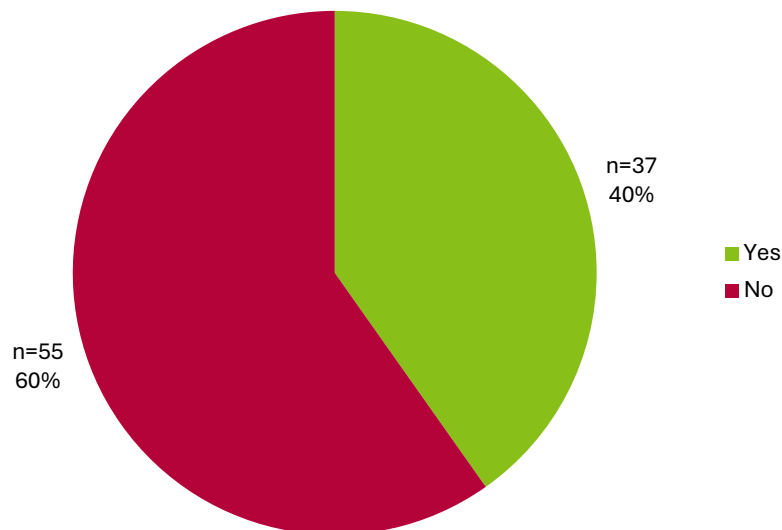
In terms of the marketing educators’ awards, most (84 per cent, n=77) of respondents have never applied for this category of award (see Figure 9.1). Several reasons were stated by a sub-sample (82 per cent, n=76) of respondents. Most prominently, 32 per cent (n=24) of respondents reported that they were unaware of the marketing educator awards. 13 per cent (n=10) of respondents were ineligible, and 13 per cent (n=10) preferred to apply for other awards. 42 per cent (n=32) gave a range of other reasons such as time constraints (7 per cent, n=5), lack of interest (8 per cent, n=6) and uncertainty of success and unease around self-nomination (7 per cent, n=5).

Figure 9.1 Reasons for not applying for an ANZMAC educator award



The survey's findings, however, do show that scholarship of teaching was part of 40 per cent (n=37) of respondents' current role and expectations, as illustrated in Figure 9.2:

Figure 9.2 Scholarship of teaching as part of academic role



Further analysis of qualitative data from the survey around the *most important initiatives that ANZMAC could provide for teaching-focused staff* is summarised into a range of suggestions.

- *Need for best-practice information-sharing sessions.* It was suggested that a dedicated stream at the conferences could cover the latest advances and best practices in marketing education (e.g., on Artificial Intelligence). Outside of the conference, these could be online sessions during the year, even developing into a special interest group (SIG).
- *Development and sharing of case studies and examples of best practices.* It was suggested that ANZMAC could support in forming a repository of training and development resources, especially for HDR students and early career academics, which would be easy to access and share, and contain examples across different institutions.
- *Realisation of national standards of marketing education.* ANZMAC could input into the development of national educational standards, to better standardise programs across institutions.
- *Grants to support teaching innovation in marketing.* ANZMAC could offer grants to further leadership in marketing education initiatives in the community.
- *Alliances with relevant external associations.* There are a range of relevant associations and organisations that ANZMAC could partner with, at least for cross-posting of information (e.g. TEQSA, HERDSA, AACSB, Australian Marketing Institute (AMI), New Zealand Marketing Association (NZMA)).

9.1. Additional insights from the consultation session at the 2024 annual conference

During the iterative discussions held at the dedicated session at the annual conference, no further reflections linked to teaching/marketing education emerged, other than the points already specified under other strategic review themes – e.g., membership and awards, or HDR support and needs.

9.2. Recommendations pertaining to education and teaching

Recommendation	Considerations
Develop a mechanism and community for sharing of best-practices in marketing education	Possibility to run a mid-year teaching symposium (free online event) with invited short-case studies submissions. Need for a new dedicated section of the website collating relevant resources/links. Need for ongoing special sessions at the conference, or even workshop in the preceding or following days.
Consider ANZMAC's role in accreditation and standardisation of marketing education	Need to explore feasibility of working to develop marketing education standards in Australia and New Zealand. Identifying the most important collaborations is an important first step. Is there a benefit here for institutional members?
Recognition and differentiated career support for teaching-specialists	Possibility to run dedicated career development sessions ('lunch and share') during the conference. Possibility for a specific sub-stream of educators' awards for teaching-specialists. Possibility to provide special rates for conference registration for teaching-specialists. Need to conduct ongoing census of teaching-specialists with Head of Discipline outreach.

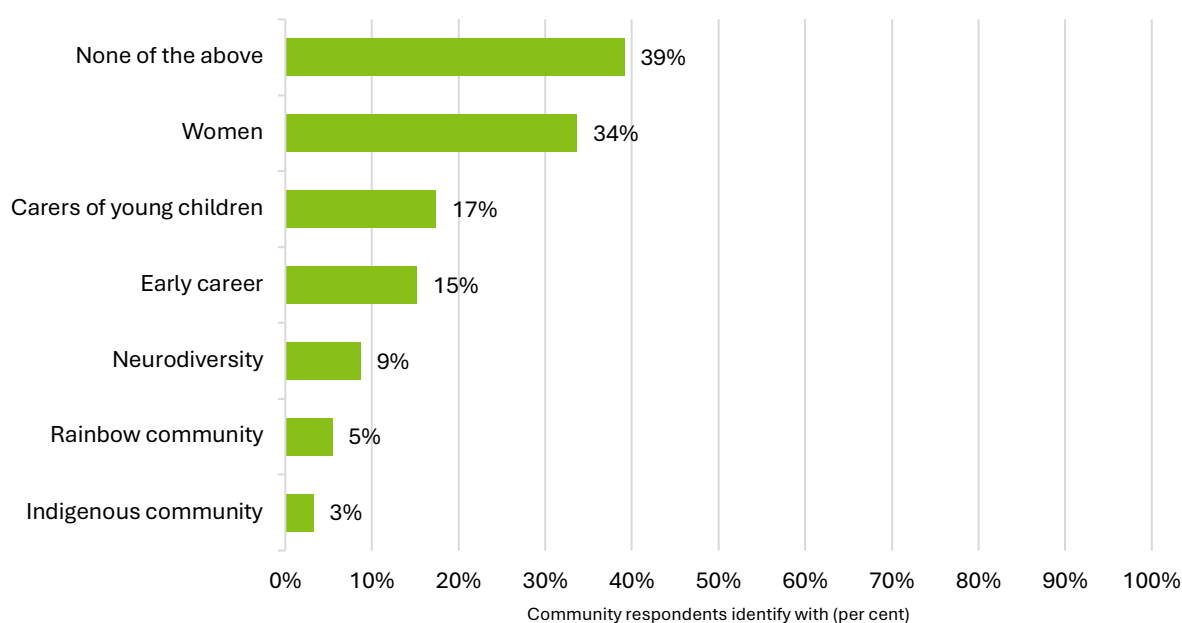
10. INCLUSION & BELONGING

Based on the responses of the ANZMAC community gathered through the survey, inclusion and belonging were defined as follows:

- **Inclusion** is the practice of creating an environment where everyone is treated with respect and dignity, regardless of their background, identity, or status.
- **Belonging** goes one step further to say that we not only ensure all persons feel included, but also that they are seen, and their voices are heard.

Survey's findings presented in Figure 10.1 suggest that the current research did, to some extent, capture the views of important groups such as women (34 per cent, n=31), carers of young children (17 per cent, n=16), early career (15 per cent, n=14), and neurodiverse individuals (9 per cent, n=8). In contrast, the representation of the Rainbow and Indigenous communities was quite limited.

Figure 10.1 Group identification



Given the nature of these important aspects of the strategic review, respondents' views were gauged primarily through open-ended questions, which were thematically analysed. A range of key findings emerged around *the nature of inclusivity and belonging in the ANZMAC community*, which are presented in Table 10.1.

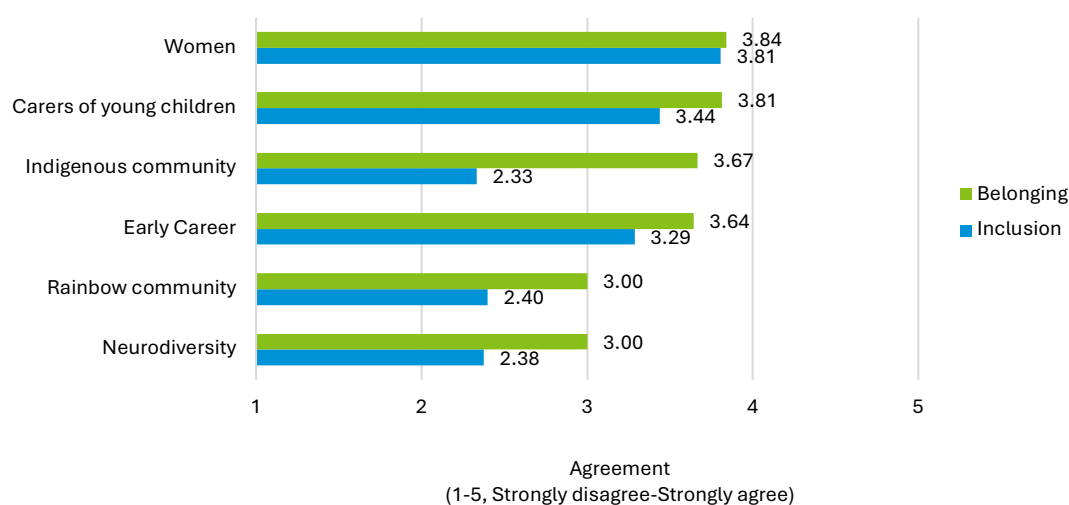
Table 10.1 Suggested pillars of inclusion and belonging

Pillar	Definition
Equity, Fairness and Support	Treating everyone with respect and addressing inequities that may exist. Providing accommodations and support to offset disparities and enable equitable participation.
Awareness, Acceptance, and Celebration of Differences	Recognising and celebrating our diverse community, ensuring that everyone feels welcome and valued.
Voice and Representation	Ensuring that everyone has a voice, and they are heard; with diverse perspectives represented in leadership, awards, and decision-making roles.
Safe and Welcoming Environment	Creating a community where individuals feel they belong, can express themselves authentically, and are free from discrimination or bias.
Community and Participation	Encouraging a sense of community where everyone feels they can be involved and supported, breaking down cliques and hierarchies to foster genuine connections and collaboration.

In short, inclusion for our participants means not just the absence of exclusion but actively creating opportunities for all to participate and thrive, that celebrates diversity of thought, and ensures that everyone feels seen, heard, valued, and that they belong.

Figure 10.2 reports levels of agreement with the statements '*I feel like I belong within the ANZMAC community*' and '*I feel included within the ANZMAC community*'. There was reasonable agreement with both statements; with means of 3.78 (SD 1.09) and 3.67 (SD 1.23) respectively.

By group, findings show that women (mean 3.84, SD 1.02) and carers of young children (mean 3.81, SD 1.18) felt the greatest sense of belonging, whereas those in Neurodiverse (mean 3.00, SD 1.00) and Rainbow (mean 3.00, SD 1.27) communities felt the least sense of belonging. By group, findings show that women (mean 3.81, SD 1.20), and early career academics (mean 3.29, SD 1,33) felt most included, whereas those in the Indigenous (mean 2.33, SD 1.48) and Neurodiverse (mean 2.38, SD 0.99) groups felt least included.

Figure 10.2 Belonging and inclusion levels by group

In terms of suggestions for *how ANZMAC could become a more inclusive community*, a range of key findings emerged from the survey, which are presented in Table 10.2.

Table 10.2 **Becoming a more inclusive community**

Theme	Detail
Increasing equal representation of all groups	Especially at conferences (e.g., for carers of young children, child minding services) or, in the words of respondents: “if you want to be inclusive, break down barriers”.
Facilitated and structured networking	During the conferences (i.e., to minimise the creation of ‘cliques’). For example: “Structured ways for people to meet new people, for example online events with randomised break out groups that discuss a question (like we do to help our students get to know each other)”. Also, ramping up the efforts outside of conference times, since there seems to be a dearth of activities outside of the yearly conference time (e.g., “more informal events throughout the year” as stated in the verbatim responses).
Grants and subsidies	More broadly identifying sources of support for academics to counteract limits to resources (e.g., for travel and conferences to “reduce financial barriers to all”).
Consultation sessions	Broader input into ANZMAC’s strategic direction

10.1. **Additional insights from the consultation at the 2024 annual conference**

Based on the input and iterative discussions during the dedicated session at the annual conference, the following further reflections linked to inclusion and belonging arose.

- Representation/advocacy of rainbow community, indigenous community and neurodiversity on the Executive Committee (advisory role).
- Make sure we promote diversity across ANZMAC (incl. the Executive Committee).
- Asian communities/members – e.g., dedicated support for Malaysia, Vietnam and Pacific.
- Low-to-medium income registration rates.
- Childcare at conferences.
- ANZMAC events in other countries.
- First timers’ breakfast at the conference/pin or sticker to add to lanyard to help creating connections; perhaps a ‘buddy system’.
- ANZMAC onboarding process of sorts.
- Plan for wider engagement across academia’s ecosystem (wider range of stakeholders).

Accordingly, the resulting recommendations are as follows.

10.2. Recommendations pertaining to inclusion and belonging

Recommendation	Considerations
Develop policy statements on ANZMAC's channels around diversity, equity and inclusion, and ethical behaviour	Who is qualified to craft these statements? What consultation would be required?
Consider how best to ensure diversity of representation on the ANZMAC executive committee	Is there a need for policy or constitutional update regarding diversity of representation in the ANZMAC executive committee and other groups (Fellows, awards winners etc.)? What data collection requirements are there so that ANZMAC is more aware of the diversity of its member base?
Create an advisory group for the ANZMAC executive committee to provide advice and develop initiatives around inclusion and belonging	Consider how to develop a call for expressions of interest to form an advisory group. What groups should be represented? What would be the specific role of the advisory group?
Facilitate structured networking events and mentoring programs to better represent all members	What topics are most relevant for networking events? Identification of key mentors is an important first step.

11. INDUSTRY ENGAGEMENT

In 2021, the ANZMAC executive committee approved and released [a statement on the importance of industry engagement](#) within the overall scope of marketing academic work.

This strategic review sought to build an updated understanding of the scope and development needs of industry engagement in the ANZMAC community. Data collection on this theme was carried out through in-depth interviews with key stakeholders in the community (e.g. ANZMAC executive committee, members, the CEO of the New Zealand Marketing Association, the Chair of the Professional Advancement Committee of the Australian Marketing Institute).

Analysis of qualitative data from the survey and in wider consultation with the ANZMAC community around *industry engagement* is summarised into a range of suggestions.

- *Greater recognition of industry engagement and impact*
- *More partnership with industry associations*
- *Dedicated role in ANZMAC to promote industry engagement*

Regarding *greater recognition of industry engagement and impact*, a low cost, high payoff, easy to administer (i.e., 'low hanging fruit') action that could include further collaboration with ANZMAC's industry partners and is consistent with findings/recommendations in [Section 7](#), would be to create an ANZMAC Industry Impact Award. Industry practitioners would be involved in the selection of the winner, thus enhancing the credibility of this award (as compared to an industry impact award judged by only academics). This award would not only recognise industry impact by marketing academics but assist marketing academics to evidence their impact to university tenure and promotion committees or Government grant competitions. The award's design can be adapted from similar awards elsewhere, such as from the [Charles Coolidge Parlin Award](#) of the AMA for which the winner "*must have demonstrated outstanding leadership and*

sustained impact on advancing the evolving profession of marketing research.” Furthermore, the award could be structured to be focused on early- to mid-career academics, helping fill in the gap of awards for mid-career academics noted in [Section 7](#).

Regarding *more partnerships with industry associations*, there is potential to emulate ANZMAC’s partnership with the AMI in New Zealand, with the New Zealand Marketing Association. This would serve to increase New Zealand representation in the ANZMAC community (see [Section 6](#) for more discussion on this issue), while integrating the needs of industry into ANZMAC’s initiatives.

Finally, regarding a *dedicated role in ANZMAC to promote industry engagement*, it is imperative that clear responsibility be allocated within the ANZMAC executive committee for overseeing the implementation of ANZMAC’s industry engagement activities through ongoing coordination with industry professional associations.

Further insights on these matters also emerged during the wider consultation on this strategic review during the 2024 annual conference (dedicated section), as follows.

11.1. Additional insights from the consultation at the 2024 annual conference

Industry and ANZMAC in general

- Connection with professional marketing association in New Zealand (equivalent to AMI in Australia).
- Succession to Frank Alpert in leading these aspects.
- Partnerships with market research associations formalised.
- Regional case studies/case studies from the industry co-developed with ANZMAC.
- Industry workshops and co-design sessions to understand industry problems/RQs that need addressing with academia’s input.
- Industry sponsorship mechanism.

Industry at the conference

- More input and/or participation from the industry at the conference (maybe even attendance?).
- Pricing and submission process for industry people (for the conference).
- Industry track at the conference.

Other ideas

- Greater engagement with the media.
- Alumni engagement (i.e., HDR students going to industry and former ANZMAC members).
- ANZMAC merchandise for industry workplaces.

11.2. Recommendations pertaining to industry engagement

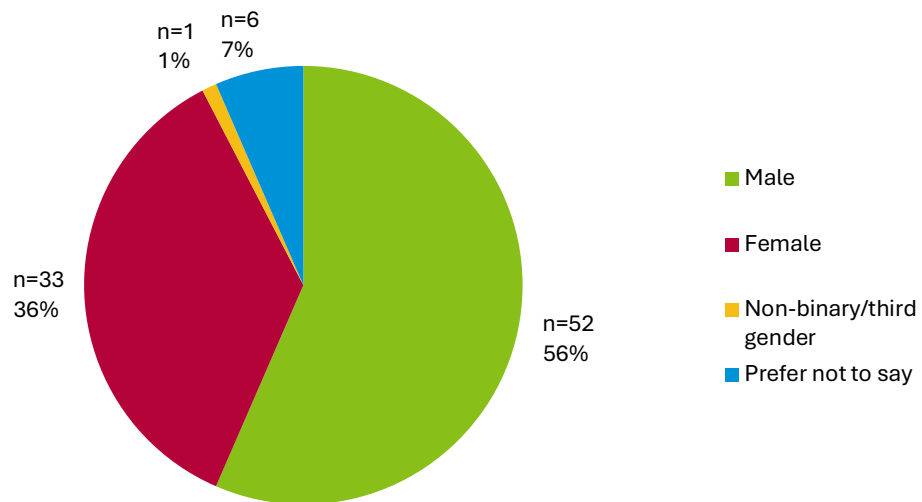
Recommendation	Considerations
Develop and launch an ANZMAC Industry Impact Award ³	An industry impact award could recognise industry impact and provide evidence of industry impact for marketing academics to use in grants and promotion applications. There is an existing ANZMAC AMJ Industry Relevance Award , sponsored by the Australian Marketing Institute, for the most industry relevant article in the Australasian Marketing Journal. A distinctive feature of this award is that the judging committee includes marketing practitioners. This award could be consolidated into a new Industry Impact Award, which would be broader in scope.
Maintain the AMI-ANZMAC Applied Research Grants, and expand with the New Zealand equivalent	These grants are in their second year of offering. In 2024, from 48 applications, 5 receives funding from the AUD 30,000 budget. Possibility to seek more and varied funding sources for industry impacting research.
Need to dedicate an executive committee individual or sub-committee to industry engagement	The ANZMAC industry engagement subcommittee was recently merged into strategy sub-committee; is this an optimal structure? Consider need for industry engagement sub-committee or a sole industry engagement coordinator. Industry engagement requires a unique skillset.
Explore industry involvement and/or participation improvement for the annual conference.	Consider formalising alternative registration approach and requirements, tracks/presentation styles and participation outside of plenary sessions.
Enhance communication and activities across media/different touchpoints.	Explore opportunities in this space, including enhancing relationship with media/PR and the possibility of ANZMAC alumni (<i>ex academia</i> moving into industry and/or HDRs who went into the industry).

³ A detailed specification of the ANZMAC Industry Impact Award, in a format consistent with other ANZMAC awards, was presented to and approved by the ANZMAC Executive Committee in October 2024.

12. DEMOGRAPHICS

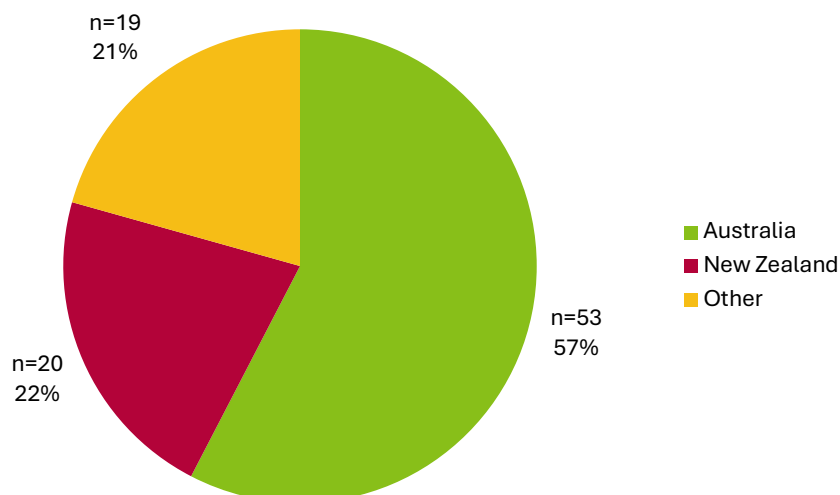
More than half of survey's respondents identify as male (56 per cent, n=52), while 36 per cent (n=33) identify as female. Few respondents identify as non-binary/third gender and/or do not report (8 per cent, n=7). See Figure 12.1.

Figure 12.1 Gender mix of the sample



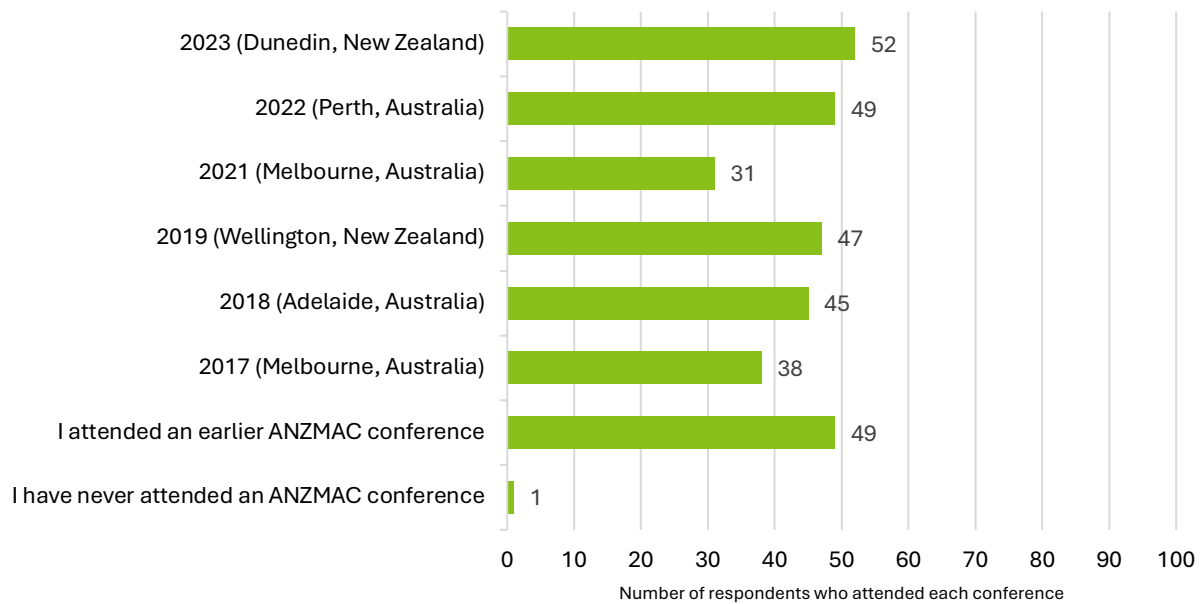
Findings show the majority (79 per cent, n=75) of the survey's respondents work in Australia and New Zealand, with most (57 per cent, n=53) in Australia. Further, 21 per cent (n=19) work internationally:

Figure 12.2 Location of respondents



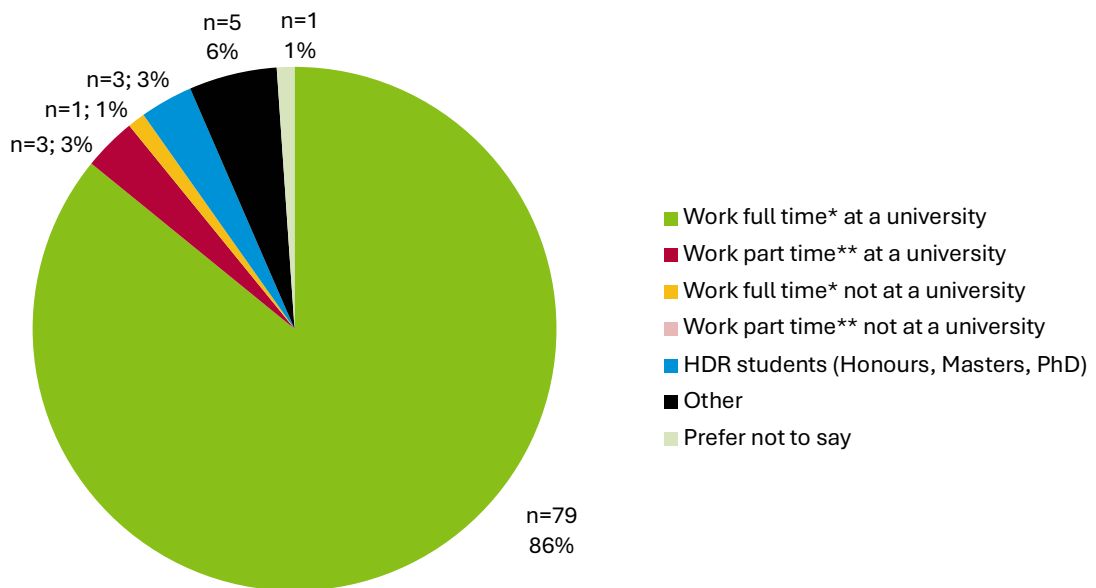
Most survey’s respondents attended the ANZMAC 2023 (56 per cent, n=52), 2022 (53 per cent, n=49) and 2019 (51 per cent, n=47) conferences. A majority of 53 per cent (n=49) also attended an earlier conference. See Figure 12.3.

Figure 12.3 ANZMAC conferences attended (n)



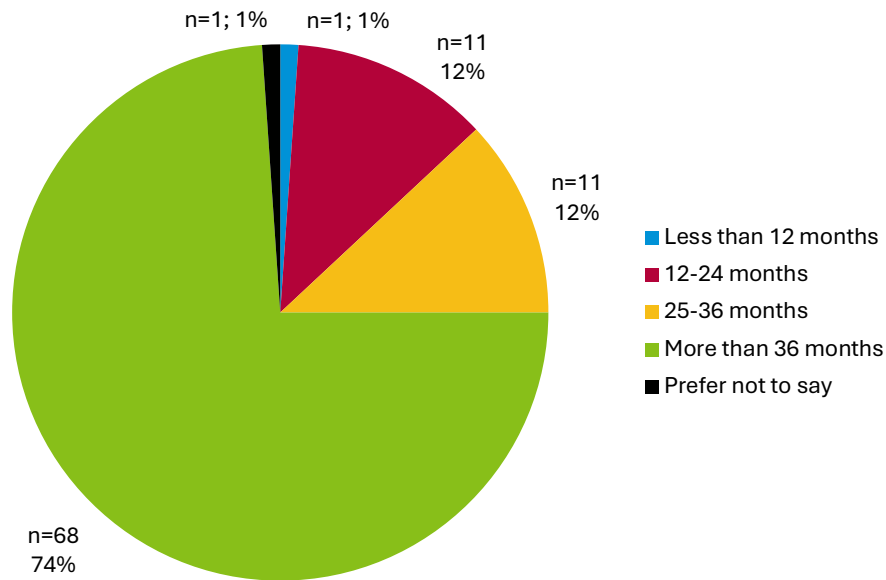
Most survey’s respondents (89 per cent, n=82) work at a university, with 87 per cent (n=80) working on a full time (more than 30 hours per week) basis. Only 3 per cent (n=3) of respondents work part time (less than 30 hours per week), and 3 per cent (n=3) were HDR students.

Figure 12.4 Employment status of respondents



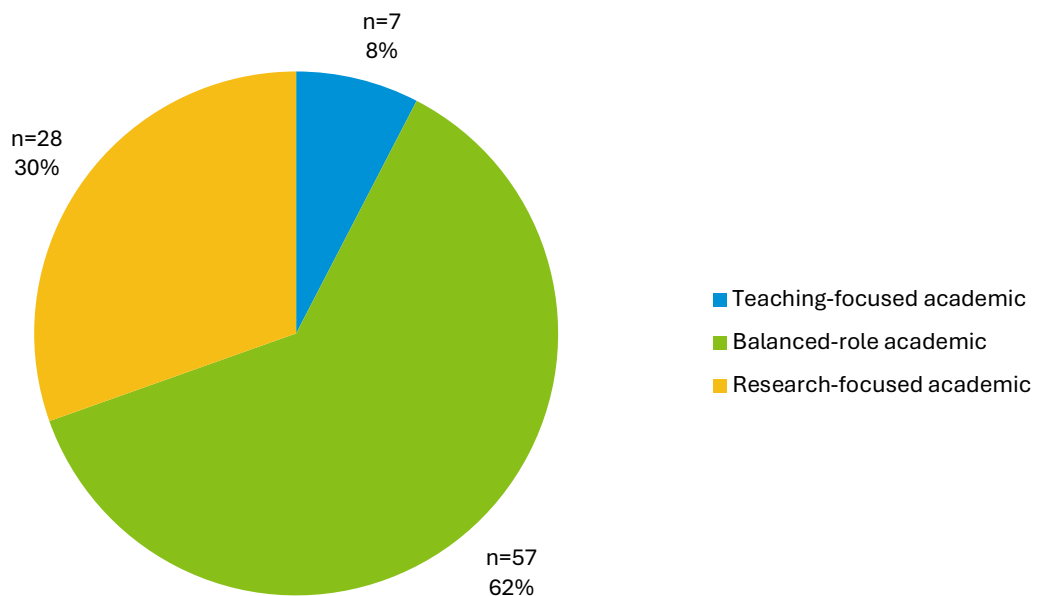
Most survey's respondents (74 per cent, n=68) have been in their current role or institution for more than three years. Only 1 per cent (n=1) have been there for less than 12 months:

Figure 12.5 Length of time in current role of respondents



Most survey's respondents (62 per cent, n=57) work in a balanced role across research, teaching and service. 30 per cent of respondents (n=28) work in a research-focused role, and 8 per cent (n=7) work in a teaching-focused role.

Figure 12.6 Nature of current role of respondents



Most survey's respondents (87 per cent, n=80) have obtained a PhD; 20 per cent (n=18) completed this before 2003, 42 per cent (n=39) between 2003 and 2013, while a quarter, 25 per cent (n=23), completed this between 2014 and 2024.

Figure 12.7 Year of PhD conferral of respondents

