

RESPONSES TO EURAM QUESTIONNAIRE FOR THE 2019 PRESIDENTIAL ACTIVITIES ON FACULTY CAREER MANAGEMENT (FCM) BY ASSOCIATIONS ACROSS THE WORLD

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The questionnaire defined faculty career management (FCM) as the ways (whether formalized or not) in which faculty are hired, promoted (or fired), motivated (rewarded) and developed over their career.

Responses are provided in 3 sections: the first for national associations in Europe, the second for multinational associations in Europe and European-wide associations and the third for national associations outside Europe and associations with worldwide scope.

Key sentences (from EURAM perspective) have been italicized.

1. How would you describe how FCM currently takes place *among* your membership?

A. National associations in Europe

ACEDE/Spanish Academy of Management – Prof. Xavier Molina

- The association I represent is mostly composed by Spanish lecturers and researchers from public universities in most cases. Consequently, the FCM is governed by the rules and laws of the country.
- The standard academic career consists of several stages, starting by assistant professor (holding a PhD), associate and finally full professor.
- Although it is a competitive and open access process, results show low mobility between universities, since new positions are obtained by internal candidates in most of the cases.
- Regarding motivation, there are rewards in terms of better job conditions, economic remunerations for both teaching and researching activities. Each period (5 or 6 yrs.) all lecturers are evaluated by a national evaluation agency. A successful assessment grants economic rewards and better job conditions.
- In Spain, contrary to most European countries, we do not have any list of journals, so the impact factor of the journal and its rank position in Social Science Citation Index are the main determinants for a successful evaluation.

- Respect to the possibility of being fired and other job regulations, for the earlier contracts, the candidate needs to justify some results in terms of publications and other academic merits in order to stay or to be promoted. In the case of the public universities when a lecturer reaches the associate professor level s/he has a lifetime job.

Association Internationale de Management Stratégique – Prof. Isabelle Bouty

General context:

In France, two academic statuses coexist: one relating to public law (faculty are civil servants) and the other to private law (faculty are employees). All Universities and a few other organizations are state-owned and therefore employ civil servants. All other entities are governed by private law. Although having a career at the University remains attractive, *a growing number of PhDs turn to private business schools* (in France or abroad) where working conditions are often better in certain regards (wages, admin support, visibility, valuation of publications...).

The overall pressure on recruitment is increasing: the number of candidates grows more rapidly than that of open positions. Consequently, candidates must meet more requirements and higher standards: a good thesis, teaching experience, post-doc experience (preferably international), publications, participation in national and international conferences, involvement in projects...

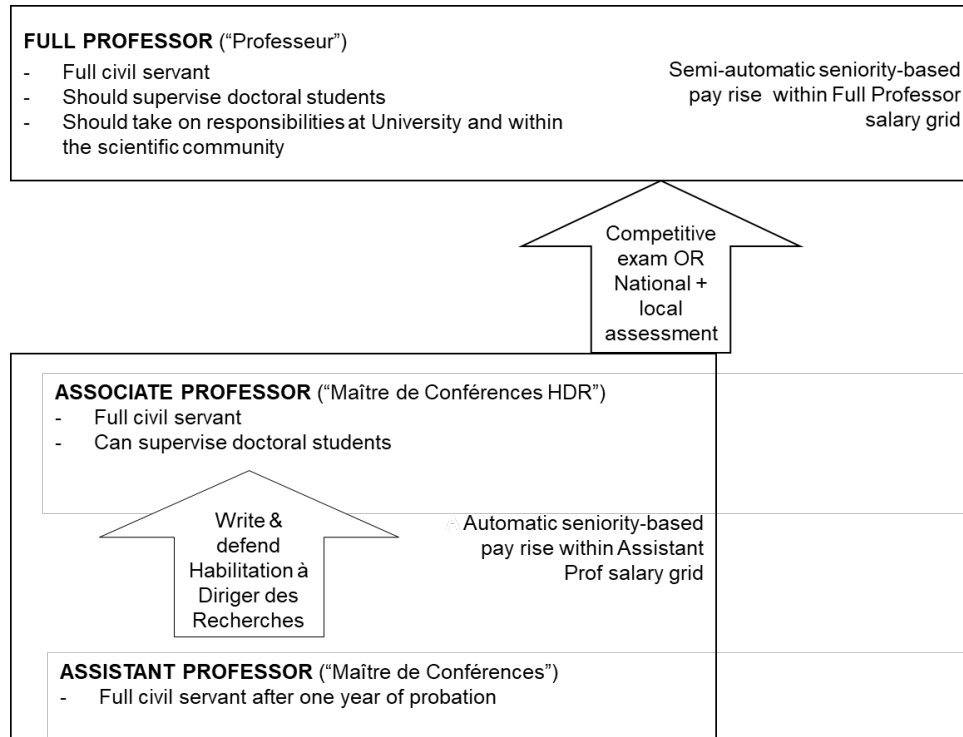
On average, research and publication activities are today more valued than teaching and/or institutional responsibilities. They therefore ensure a more rapid promotion for colleagues. There are nonetheless differences between public and private institutions in this regard (see below)

Recruitment and career of faculty members as civil servants (Universities and state-owned entities):

- General

- The number of positions is stable with around *2000 academics in management (all sub-fields included, i.e. mkg, HRM, finance, strategy etc...)* over a total of 55 000 French full-time academics in all fields (except medicine). About 80 new positions are offered each year in management.
- Almost all positions are teaching & research positions
- Wages are moderate though guaranteed and *faculty is 'managed' in a regulatory perspective (compliance perspective).*

- Whatever the rank, the workload base is: 192 hr of teaching per year (i.e. 4 to 5 3-credit courses) + courses' side activities (preparation, grading etc; no teaching assistant) + research & publication + institutional responsibilities and admin tasks. Faculty is often compared to 'triathletes' (research, teaching, administration)
 - Assessment / evaluation of activity: *only the amount of time spent teaching is subject to formal assessment*; more informal assessment for other activities exist though.
 - *Very limited incentive tools* (rewarding / sanctioning); overtime is paid at the basic rate and some bonuses for specific responsibilities exist, but they are generally low and often do not include incentives for publication (although publications at the highest level are expected)
- First job
- After PhD defence, national assessment by the "national university council" (CNU) to be allowed to apply for a job of assistant prof (*50% of the PhDs of the year get a go* and are "qualified"). There is only one application round per year and once obtained, "qualification" has a 4-year validity.
 - Once qualified by CNU, a candidate can then apply for assistant professor positions at universities
 - If pre-selected by a university, a job interview is set up with the local recruitment committee (approx. 30 mn). The entire process is strictly regulated by the law.
 - If hired, *quasi automatic tenure* (become full civil servant after one year of probation), then automatic seniority-based pay rise
- Promotion: from assistant prof to associate prof to full prof
- The distinction between Assistant and Associate Professor is based on a diploma (the Habilitation) which allows supervising doctoral students; all other aspects of the job (incl. salary) are similar
 - The distinction between Ass Prof and Full Professor regards status, occupations and (marginally) salary. A full professor is expected to be significantly involved with responsibilities at his/her university and at the national level, in addition to supervising doctoral students and to his/her normal teaching load (& overload). See graphical synthesis below
 - Promotion from Ass Prof to Full Prof is a difficult process and the number of positions is low (& stable)
 - *The number of eligible yet non promoted associate professors increases over the years as does their frustration, and potential disengagement* from an institution that ill-rewards their efforts and commitment.



Recruitment and career of faculty members as *private-law employees*:

- The context, job market, teaching load, benefits, and career perspectives and dynamics are relatively comparable to that offered in other European and international teaching & research organizations (impact of international certification). As a matter of fact, candidates are both national and international (growing part of international academics in French Business Schools over the last decade).
- Possible variations in job descriptions and career tracks. The teaching / research balance depends on type of position (professionally qualified / academically qualified) & institution
- Starting salaries are higher than in state Universities and schools, working conditions (admin support, visibility, valuation of publications, teaching load, expected institutional involvement...) are often much better.
- On the other hand, pressure for publication is higher and still growing, echoing the role of rankings, accreditations and standardization in business higher education throughout the world. Preserving a local facet (in teaching, researching, and networking) is ever more challenging.
- *Both teaching and research performance are evaluated. Evaluation of teaching by students is central.*

Irish Academy of Management – Dr Felicity Kelliher

Introduction

The Irish Academy of Management is a registered charity whose purpose is to promote the advancement of research, knowledge and education in the field of organisation and management studies. It is the leading professional association for management studies, research and education on the island of Ireland. Statistics relating to members' FCM are not directly available through the academy as this is beyond the remit of the charity. The majority of our membership are academics within the higher education (HEI) sector in Ireland and abroad, and as such, our responses to the questions posed relate to the HEI sector.

Please provide any reports or sources you might know about FCM, including those generated by the organization you represent.

There is an EU report on the Academic career structure in Ireland that is relevant to this question:

<https://www.eui.eu/ProgrammesAndFellowships/AcademicCareersObservatory/AcademicCareersbyCountry/Ireland>

ISCT - Instituto Universitário de Lisboa (representing Portugal) – Prof. Nelson José António

In my University faculty are hired and promoted by *national contest* (all people with the required conditions can apply). There is no space for internal promotions. The payment is by categories and there some monetary incentives for writing papers.

Societa Italiana di Management – Prof. Alberto Pastore

Young faculty members in general start their career with a Phd and then a short-term contract as researcher or assistant professor. To get a tenure as associate professor they need a national habilitation that is issued by a national commission on the base of 3 main criteria: research outputs, teaching performances, and service activities. Faculty with the habilitation for associate professor or full professor can then participate to local competition for hiring by local universities and business schools. The periodical evaluation of the faculty in general is based on the same items: research, teaching, and academic service.

Verband der Hochschullehrer für Betriebswirtschaft e.V. – Tina Osteneck

In general, young scholars are integrated in the FCM programs at their respective institutions, i.e. universities in the German speaking countries.

After successfully completing their doctoral studies, researchers spend several years on their research before attaining “eligibility for professorship” (Berufungsfähigkeit). Depending on subject, research focus and academic interest, this postdoc qualification phase can differ considerably.

Experienced postdocs may meet the requirements for appointment to a professorship via a habilitation treatise, a junior professorship or evidence of other academic accomplishments, such as a leadership position in a junior research group or in industry.

See document attached for a general overview.

B. Multi-national associations in Europe and European-wide associations

European Association of Social Psychology – Dr. Kai J. Jonas

EASP has a broad and diverse membership of social psychology researchers being active predominantly in European countries, but not limited to this region. Hence the FCM is contingent on the institutions of the individual members and not directly a task of EASP. Yet we try to support our members as much as possible their respective career levels. This entails for example *Summer schools for PhD students* that include senior researcher mentoring, seedcorn and travel grants for members (in particular for Postdocs and junior faculty), and grants to facilitate larger collaborations targeting more senior researchers.

European Business History Association – Prof. Ludovic Caillaet

A report on the state of Business History was written by Prof. Harm G. Schröter, University of Bergen in 2018, which contains some elements on the state of FCM in the discipline it was published as “Business History in Europe: The Vitality of the Discipline” *Zeitschrift für Unternehmensgeschichte* (ZUG), Vol. 63, 2018, No. 2, pp 307-333.

Some elements about FCM are contained in the report.

One needs to distinguish two major populations among business historians and in the membership of EBHA. Business history has developed within the broader field of economic history and scholars work (and are or have been recruited) in History or Economic History departments at University. More recently, at least in Europe (a notable exception in the USA is the Harvard Business School which has hosted a



notable group of business historians since the 1920s) BH has moved away from economic history, and *got closer to management studies* in Universities or business schools where more jobs are available in most European countries.

European Council for Small Business and Entrepreneurship – Prof. Eddy Laveren

ECSB organizes a doctoral workshop for PhD students. We make a distinction between early careers and mid-careers.

For early careers, the needs are in (a) navigating that career stage and (b) publishing. ECSB organizes (a) an early-career mentoring program (one on one) and (b) a post doctoral paper development workshop.

For mid-careers, the main needs are managing that transition, crafting the future. ECSB organizes (a) a mid-career mentoring program (one on one) and (b) a mid-career consortium where topics are raised by participants and addressed collectively by seniors and peers (collective intelligence).

In the file attached you can find more detailed information about the RENT pre-conference activities (held this year in Berlin on 27/11/2019).

EGOS – Prof. Höllerer on behalf of EGOS board

EGOS itself does quite a lot to develop the aptitudes and competences of its members, including PhD events, PDWs, meet the editors sessions, workshops of many sorts, and early career provisions. How our members approach their careers is a matter for themselves and their academic institutions/employers. There is certainly a fair amount of diversity but the broad trend is obviously towards an *increasing consideration for publication in top journals* as a key element of career management at all stages – from recruiting to evaluation and promotion.

European Institute for Advanced Studies in Management (EIASM) - Prof. Jerome Chabanne-Rive

Introduction

I would first like to make two preliminary remarks: it is particularly difficult for us (EIASM) to speak on behalf of our "members", both because of the perimeter to be

retained to define the "membership" (institutional vs. individual, i.e., Academic Council representatives, events' Chairs, participants...), but also because of the variety and heterogeneity of the functions of the representatives of these members ... I therefore allow myself to provide answers that are both generic but also personal in the light of my experience in the Management Higher Education and Research (HER) industry and discussions with various EIASM stakeholders, more than in the name (and on behalf) of EIASM.

FCM is very varied and very specific: it is varied because of the diversity of the contexts in which it takes place, and we know how much any HRM policy is dependent on the contexts both internally and externally in which it has to be implemented; it is also very specific because the professional culture of the academic world is strong and deep, frequently surpassing regional, national or organizational levels of culture. Taking the example of pure career management of faculty, it is known that these careers are at least dual, responding both to organizational logic and to community logic in the sense of professional community. Moreover, the academic world authorizes -and is mainly governed by- the individual liberty of conscience, of production and of decision-making choices, which leads to an overvaluation of the primacy of the individual dimension in the choices and behaviors.

A tradition of management -and decision-making- by peers of the individual career stages (recruitment, promotion, sanctions, sabbaticals, bonuses...) aims to compensate individualities by a collective authority, but one can wonder about (the acuity of) the context of development of this tradition and its capacity to adapt to the evolutions encountered by the work of any individual in an organization during even the last 30 years. To this recognition of diversity and specificity, we can add the emergence of new private organizational actors, as employers, who stand out, institutionally and symbolically, from the academic tradition of community management. This variation should only be amplified by the strengthening participation of private investment funds (speculative or not) in the governance of these private organizations. From Deans and Governance of HER institutions' points of view, faculty management is a complex issue, which become more and more the hot topic.

Nordic Academy of Management – Prof. Runólfur Smári Steinþórsson

I am not familiar with the availability of reports or sources on this subject matter within the Nordic countries. I will look into the matter with the help from the Association. Regarding the situation in Iceland, in the University of Iceland, the situation is still informal but more supported by human resource administrative staff. The demands on

faculty have increased in all areas of university activity, not least in research and publications in highly ranked journals with referee practice. Career progress and tenure is dependent on a publications above certain limit. The demands are increasing and the more recent focus on impact and the role of academic institutions in business and social development is making this matter even more complicated.

C. National associations outside Europe and associations with worldwide scope

Africa Academy of Management Perspective - Prof. Sam Aryee

AFAM draws its membership from management academics and PhD students. The academy is not formally affiliated with Africa-based universities so its primary mode of faculty career management is through capability building. This takes the form of *workshops that focus on paper developments as well as presentations on various aspects of the research and publication process*. To date, AFAM has organized three such workshops which are held *bi-annually*.

ANPAD, Brazil, Prof. Emil Hoffmann

- Our association is mostly composed by Brazilian Post-Graduate Schools (BPGS), individual lecturers and researchers from public and non-public universities. The FCM is governed by the rules and laws of the country (in the case of public universities), and by several different rules in the case of non-public universities. In the latter case, objective criteria like publication (mainly papers), and individual reputation measured by financial supported projects are some of the most important criteria.
- In both cases, public and non-public BPGS, the academic career consists of several stages. In the public system, we start as assistant professor (non-PhD professor), and we finish as full-professor. In the latter case, it is necessary to have a specific authorization from the University, and each university has its own rules.
- The competition for initial positions in public universities is fierce, with candidates coming from different parts of the country. The successful candidate must demonstrate be the best in several aspects: publication, teaching, reputation, post-graduate supervision. Career mobility in the system is restricted but possible.
- Regarding motivation:
 - a) At each professional level, the academic receives a pay increasing, and it becomes easier to get financial support for scientific projects. But this system is different in public and non-public BGS

- b) It is also possible to manage scientific projects with financial support from private firms, government agencies and organizations. It supposes an extra financial remuneration.
 - c) ANPAD also has a system to award the best papers, in different categories, like the general award, the Ph.D. paper, M.SC. paper, young researcher for each scientific division (we have 11), doctoral symposia best project, scientific career recognition award. These are very respected awards in our scientific Community and they positively affect the academic career and reputation.
 - d) We also have a national scholarship for the more and less 10% best researchers in the country. Criteria are: publication, students' supervision, working for the scientific Community, and funded projects.
- We have a national list of journals, based on many aspects, and one of them, but not exclusively, the impact factor.
 - BPGS are evaluated in a national system, with the same categories for all sciences, each four years. So, there is a ranking system, from 1 to 7, where it is necessary to have 3 to offer a new group; 5 means national excellence; and 6 and 7 mean international excellence. This system contributes to attract best students to the best BGS. Application to positions in the BGS is a national and open process. That's why this ranking is so important. The group which composes the evaluation commission is formed by senior professors from different BGS, taking in account some restrictions, for example the ANPAD Board or a BGS director can't be a member of this commission.
 - After the first four years in the position (called the evaluation period) professors in the public universities are stable and it is only possible to be fired for legal problems but not for individual performance. On the other hand, in private schools, individual performance and position in the national ranking are very important and are taken into account when considering firing or retaining an academic.

AOM – Prof. Carol Kulik

Given the wide diversity of our global membership, it's impossible for me to provide an organization-wide response to your questions. However, I can direct you to some resources that evolved from a member-led initiative that relate directly to this topic.

A group led by Maria Kraimer conducted a Career Survey of the AOM membership. You can find the final report on the AOM website: http://aom.org/uploadedFiles/About_AOM/2015%20Careers%20Report%20Summary.pdf

The research team also has an academic article in press at the Academy of Management Learning & Education. I've attached the article here for your interest.

The report was widely promoted across AOM's membership (and AOM's Divisions and Interest Groups). Consistent with our member-driven model, we encouraged the DIGs to use the information as they design initiatives, launch professional development activities, and develop their annual program. For example, several DIGs have mentoring programs to support students and junior faculty, and the report would have enabled the DIGs to tailor those programs more directly to member needs. AOM does not centrally direct these activities, but provides information and other resources to support them.

Australian and New Zealand Academy of Management – Prof. Tui McKeow

The majority of ANZAM members belong to tertiary institutions in Australia and NZ where HRM processes from recruitment & selection through to development & training as well as termination are generally *formalized through standardized processes*. There are 43 universities in Australia: 40 Australian universities (38 public *and two private*) and 8 in NZ.

A range of examples as to how career management is approached can be seen at:

University	Job/ careers website
University of Tasmania	http://www.utas.edu.au/academic-division/academic-leadership-and-performance
Monash University	https://www.monash.edu/jobs
University of Queensland	https://jobs.uq.edu.au/
University of Melbourne	https://about.unimelb.edu.au/careers
Auckland University	https://www.auckland.ac.nz/en/about-us/jobs-at-auckland.html
Waikato University	https://www.waikato.ac.nz/vacancies/current-vacancies
Otago University	https://www.otago.ac.nz/humanresources/join-otago/

While there is general consensus around a standard HRM approach to FCM within the institutions, the range of terms contained within these example websites reveals the diverse language of FCM – from the focus on leadership and development to the traditional focus on jobs as well as careers.

Oversight is provided in Australia by the *Australian Business Deans Council* in two key ways.

- A. <https://abdc.edu.au/teaching-learning/teaching-and-learning-network/> - The Learning and Teaching Network aspect of this group comprises of associate deans, deputy deans, and coordinators who are responsible for learning and teaching in our member business schools. A major feature of the network is to provide opportunities for professional development and the sharing of resources and ideas about good learning and teaching practice.
- B. <https://abdc.edu.au/research/bardsnet/> - the Business Academic Research Directors' Network (BARDsNet). Australia and New Zealand Academy of Management (ANZAM) jointly established the Business Academic Research Directors' Network (BARDsNet) to address issues with research funding performance, training places, commercialisation and other research-related issues

Indian Academy of Management - Dr Surender Munjal

Indian Academy of Management (INDAM) has been actively engaged in conducting FCM services for academics based in India. It conducts biennial conferences in India. The conference is very popular among management scholars in the country. It therefore attracts a large number of researchers from across the globe, particularly the academics from India who receives an international platform for presenting their work and receive feedback from experienced academics.

Given that INDAM has niche capabilities in research, besides its popular biennial conference, it regularly conducts research workshops and paper development workshops.

Through its conferences and workshops INDAM offers networking opportunities to scholars.

International Association for Chinese Management Research - Prof Friedman

Introduction

For IACMR, the biggest majority of faculty are in China. I have myself had access to junior and senior faculty, and talked about their careers, but I have not lived it myself (since I work in the US). The main challenge, from what I hear, is that *the standards for publishing are rising in China*, and in some cases have become excessively strict. One example is a tendency to *not count publications if the faculty member is not the first author*. This has made things very challenging for young faculty, some of whom are not fully comfortable in English, and some of whom may have not had really good training. What makes it even more challenging is that the norms for service are reversed in China compared to the US. That is, in the US we protect the time of junior faculty, leaving more service work for senior faculty. In China, by contrast, junior faculty are expected to do a great deal of service work. So, junior faculty have both

higher publishing demands and high service demands. Moreover, sometimes junior faculty are expected to act as de-facto assistants to senior faculty on various projects, rather than independent scholars. Of course, this does not happen at every university. Some schools, such as Peking University, operate more closely to the US model.

What IACMR is doing is the following.

1. Provide a biannual research workshop that gives about 100 young scholars (mostly PhD. students, but also junior faculty) week-long intensive training on methods, and personal feedback by senior scholars on a specific research paper.
2. Provide PDW sessions at the annual conference, as ways to enhance junior faculty knowledge about specific research topics.
3. Provide, annually, a teaching workshop to give faculty at all levels exposure to teaching ideas. We do this as a pre-conference activity at the biannual conference, and as a separate multi-day training session on the opposite year.
4. “Coffee with Senior Faculty”. This was added at our last conference. It is an informal breakfast meeting where senior faculty meet with junior scholars, just to talk about ideas and career paths. It opens up more comfortable contacts between junior and senior faculty.

What is *harder to address is the norms of having junior faculty having such high levels of service expectations.*

International Corporate Governance Society – Prof. Bill Judge

We are an interdisciplinary academic society. Most faculty pursue development within their discipline. We provide interdisciplinary faculty development opportunities through: (1) doctoral consortiums for multiple disciplines, (2) interdisciplinary conferences, and (3) interdisciplinary societal journal.

2. What is the evolution in the last 15 years of FCM among your membership? What are the 3 major changes?

A. National associations in Europe

ACEDE/ Spanish Academy of Management – Prof. Xavier Molina

In the last 15 years, in my opinion, the main change affecting the FCM, was the *creation of the ANECA, the National Agency for Quality Assessment and Accreditation*. This is the authorized national body whose aim is to provide external quality assurance for the Spanish higher education system through evaluation, certification and accreditation of lecturers. Through the evaluation reports it publishes, leading to certification and accreditation, ANECA aims to measure the performance of public-sector higher education. Its ultimate aim is securing the universities' integration into the European Higher Education Area.

- In fact, for all candidates promoting from one job position to another of the academic career requires obtaining accreditation by the ANECA.
- Apart from that, and as a consequence of the 2007's crisis, universities reduced dramatically the number of new positions and the possibility to be promoted.
- A final change refers to the increase in the competition among candidates. As a consequence of several factors, for instance, the above-mentioned education public budget restriction and the increase of openness and internationalization of the Spanish system, access and promotion have become more and more competitive.

Association Internationale de Management Stratégique – Prof. Isabelle Bouty

In the early 2000's a transition happened towards a *more “research oriented” academia in France*.

It today results in the coexistence of roughly *two distinct populations*: publication-oriented scholars playing according to the rules of international publication, and scholars more heavily involved into the management of their institutions and of the local (scientific) community. Colleagues in the former category also tend to be younger than those belonging to the later, although many exceptions exist. It is worth mentioning that these 2 categories of scholars are represented in both state Universities and private schools.

These two categories clearly complement each other from the perspective of a teaching and research institution. However, they compete for promotion and rewards

within a system that growingly grants primary importance to publications in ranked journals.

At the moment, new promotion criteria seem to emerge or perhaps start to be considered appropriate: the ability to develop, manage and participate to large (state or Europe-) funded research projects, and knowledge diffusion towards and collaboration with stakeholders (companies, administrative bodies, cities, NGO's etc). More generally, institutional involvement, and 'citizenship' seem to perhaps regain importance as evaluation criteria.

Irish Academy of Management – Dr Felicity Kelliher

- 1) The last 15 years included the global economic downturn, the aftermath of which in Ireland's case required a number of emergency budgets that significantly reduced investment in higher education. See: <http://www.iua.ie/wp-content/uploads/2014/09/Issues-Facing-Higher-Education-in-Ireland-an-IUA-paper-for-Symposium-Sept-2014-embargoed-Monday-29th.pdf>
- 2) The National Strategy for Higher Education to 2030 (launched in 2011) addresses four key aspects of development: (a) We need new structures that better reflect the diverse learning requirements of our students, both those who enter after the Leaving Certificate (national exams completed at the end of second level education which dictate entry into the majority of higher level programmes), and those who enter later (e.g. mature students). (b) We need to develop critical mass in our research capacity, to ensure that we attract the best researchers and develop world-class capability in high-value niche areas. (c) We need to fund higher education in a sustainable and equitable manner that will guarantee wider participation and fairness of access. (d) We need structural changes in the higher education system to ensure greater effectiveness and efficiencies, and we need to ensure that institutions cooperate and collaborate to mutual benefit.

See: <https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>
- 3) The Republic of Ireland is facing significant growth in its population (3 million in 1970 raised to 5 million this year, with an additional 1 million anticipated by 2034). This is placing pressure on the HEI infrastructure and on academics within to manage a greater number of students with the same (or reduced) resources. See <https://hea.ie/assets/uploads/2019/01/Higher-Education-Authority-Key-Facts-Figures-2017-18.pdf>



ISCT - Instituto Universitário de Lisboa – Prof. Nelson José António

We are a public University and in the last 15 years there is no main changes. The only change was the monetary incentive for publishing.

Societa Italiana Di Management – Prof. Alberto Pastore

The main change has been the *clear growth of the weight of international exposure* for research, teaching, and service activities in the evaluation criteria of young and senior faculty. In the past (15 years ago) the national activity was the main element for the hiring decision and periodical evaluation (national books and papers, national teaching activities). Actually, the value of the international research and teaching is considered as a key criterion for hiring and faculty periodical evaluation.

Verband der Hochschullehrer für Betriebswirtschaft e.V. – Tina Osteneck

- Since 2005, postdocs have the opportunity to become full members of VHB
- Since 2017, PhD students have the opportunity to become junior members of VHB.
- In 2017, the VHB course program for young scholars “VHB ProDok“, existing since 2008, has been diversified and extended significantly. VHB-ProDok is our support program for doctorates in business studies, but it is also open for senior researchers. It offers interdepartmental method courses that either mediate a wider overarching portfolio of research methods or focus on a specific research methodology as well as department-specific courses that concentrate on content-related and/or methodological research issues (<http://prodok.org>)
- Faculty career management has been taken up in the annual VHB conferences as an important cross-sectoral theme, i.e. panels focus on the topic explicitly.

B. Multi-national associations in Europe and European-wide associations

European Association of Social Psychology – Dr. Kai J. Jonas

The FCM *support demands have increased* and we see that a number of members *perceive career bottlenecks*. While previous cohorts of talented junior researchers all fund positions (if we take our selective Summer school cohort as a baseline) this has changed to a fraction of these baselines. Junior researchers also want to become knowledgeable about alternative careers. For those staying within academia, especially moving between institutions and around Europe has created new challenges, both on an academic dimension (continuity of research plans), and on a

personal dimension (e.g. effects on pensions). The unclear Brexit situation has created a momentum of members leaving the UK, and those staying being unsure about their professional future (e.g. status, but also access to EU grants). Finally a number of our members battle with ceiling effects of their career at an early stage (tenured assistant professors getting stuck at this level in their late thirties).

European Business History Association – Prof. Ludovic Caillaet

There is a *decline of economic history as a discipline and a growth of management studies affiliated colleagues*.

We have switched *from an association dominated by a large group of UK based academics to a more international and diverse group* in terms of nationalities.

We have a strong renewal with young scholars looking at objects and research questions that are broader and more inclusive in nature

European Council for Small Business and Entrepreneurship – Prof. Eddy Laveren

First we organized only activities for PhD students. But since a number of years we organize also activities for early career academics. Recently we also started activities for mid-careers academics.

EGOS – Prof. Markus Höllerer on behalf of EGOS board

We would say with confidence that there is *an increasing instrumentality in the ways that academics approach their participation at our colloquium* and community. There has been increasing specialization, a greater prominence of academic micro-tribes, more networking, and less mixing across disciplines and fields. Topics popular for career development (institutional theory, identity, entrepreneurship etc.) assume ever greater weight. *Psychology has mostly been marginalized*. Critical theory maintains an importance but decreasing profile. With respect to FCM in their own institutions, our members face the following three trends: *increasing pressure on journal publication; increasing specialization and/or even sub-specialization within disciplines; increasing pressure to secure external funding for their research activity*.

European Institute for Advanced Studies in Management (EIASM) - Prof. Jerome Chabanne-Rive

Evolution in the last 15 years of FCM is following the major evolution trends of the industry of Management HER industry (cf Thomas, Thomas & Wilson, 2013 ;

Pettigrew, Cornuel & Hommel, 2014 ; Peter, Smith & Thomas, 2018). As Management Education industry has faced different generations and time periods -from first generation of Business Schools, through clearly shaped national schools, dominance of US business school model, growing strength of national champions, emergence of European business school model, ...- FCM has been impacted and is permanently evolving. The last 15 years have seen the globalization in emerging markets but also a strong range of global models, the impact of financial crisis, the issues of ethics, CSR and sustainability becoming central to the HER institutions, the strong influence of governments in emerging markets, the various roles and influences of international accreditation agencies, but also the increasing number of institutional and academic associations.

Among the various changes and above the compulsory adaptation to VUCA world, 3 major changes can be seen : the evolving role of public / private sectors and stakeholders in management education, the increasing alternative institutional models (from pure executive education to massive low cost, though e-education...), the preeminence of accreditation processes and assessment culture, with their ranking and branding consequences and standardization risks.

Nordic Academy of Management – Prof. Runólfur Smári Steinþórsson

1995 – The focus was on teaching and relations to domestic environment – culture

2005 – The focus was on research and international academic networks – lateral links

2015 – The focus was on research and international rankings – structure and support

2019 – Changes in teaching and questions on impact, but still focus on research – vertical control.

C. National associations outside Europe and associations with worldwide scope

Africa Academy of Management Perspective – Prof. Sam Aryee

Unfortunately, AFAM has been in existence for less than 10 years. Consequently, it doesn't have an extensive history of FCM among its membership. That said, the focus during this period has been on promoting management research and scholarship among early career academics and PhD students.

ANPAD, Brazil – Prof. Emil Hoffmann

The national ranking system is very old in Brazil, and it is very important as well. As we understand, we have had these three major changes:

- 1) The evaluation term changed from each three years to each four years. It was very complicated to manage a BGS, with an evaluation each three years. Our system is very peculiar. I mean, in each evaluation cycle, the micro rules changed (see Table 1). These rules are inductive. And it is necessary to create other micro rules to discriminate BPGS performance each evaluation period. That's why a longer term is better for planning actions.

Table 1: Individual publications for the best performance

Evaluation Cycle	Individual publications for the best performance	Period Term
2007-2009	100 points	3 years
2010-2012	150 points	3 years
2013-2016	200 points + the points from the two best publications	4 years
2017-2020	Points from the 4 best publications	4 years

- 2) The evaluation system is increasingly objective, in one sense, but it also sensitive to social aspects. In the last cycle, it was important to evaluate initiatives like to open new groups outside the branch, in the countryside. For this new cycle, besides this initiative, it will be also important for researchers to work in different places in the country, even in underprivileged areas.
- 3) The last aspect is the question of formation quality. There is more than one analytical category is considered, like Ph.D. thesis quality, the publication quality, the program of internationalization; the planning process, and so on and so forth.

Australian and New Zealand Academy of Management – Prof. Tui McKeow

There are a number of consistent themes that consistently emerge across both Australian and NZ tertiary institutions:

- A. A focus on developing pathways for early career academics – from ECR network and specialist events through to formal awards and mentoring programs.
- B. The move to provide a pathway from casual and often semester-by-semester employment to fixed term or permanent positions. This has often been championed by the union movement but has generally been recognised as being of benefit to all parties.
- C. An increasing diversity in the demographic profile of the academic cohort – both of those entering as well as moving up through the ranks.

Indian Academy of Management – Dr Surender Munjal



INDAM has been *actively increasing its membership base*. It has a vision to be inclusive and involve scholars from across India – a massive country with lots of diversity. In this decade, it has made significant efforts to achieve its vision.

The biennial conference of INDAM is becoming big. It has around 1000 members on its mailing list. A new membership plan is being rolled out.

Emphasis has been laid on the benefits individuals and institutions can derive out of INDAM membership.

International Corporate Governance Society – Prof. Bill Judge

We just formed in 2014, so we are just getting started. We have launched initiatives related to teaching and consulting, but there is little membership interest. They only are interested in helping them perform research and network with each other. Hence, that is our current focus.

3. What are the 3-5 main FCM challenges you see for the foreseeable future? Please indicate your time horizon.

A. National associations in Europe

ACEDE/Spanish Academy of Management – Prof. Xavier Molina

- For the next 5 to 10 yrs., in my opinion, one of the main challenges refers to the *mismatches between the university offer and the labor market and the relationship with other education levels, particularly vocational training.*
- A second challenge will be the *internationalization and increase of competition of the FCM among candidates*, this is an opportunity but also a real challenge for the whole Spanish system.
- Third, the impact of the new technologies, suggesting new teaching and research methods and also new forms of research and particularly of the research diffusion.
- The fact of *increasing specialization of the task of lecturers in the university, suggesting the existence of several profiles*, some with more focus on teaching, others on researching or knowledge transfer activities.
- A final challenge that is worth to be mentioned refers to the *relationship between academics and practitioners, and companies.*
- Also, we have the great challenge of *endogamy*: although lecturers need a positive and highly demanding evaluation from ANECA to be promoted, the final profile of the position and its evaluation court are defined at each department level. Departments tend to prefer internal candidates rather than outside ones, which dramatically reduces the possibilities of moving from a university to another.

Association Internationale de Management Stratégique – Prof. Isabelle Bouty

- *Need to reinforce the attractiveness of the PhD*: employment conditions being momentarily complex, and the visibility of the PhD being limited for master students, the number of serious PhD candidates' is likely to decrease. Over the medium term this is in turn likely to be detrimental to the overall quality of both research and teaching in management.
- Over the short to medium term, we can anticipate the *emergence of a new type of 'academic-entrepreneurs'*. With funded research projects (European or national) becoming a widespread model for conducting research, there is a need for 'academic-entrepreneurs' able to understand research stakes and to develop and manage research projects. This raises many questions among which: Do these actors need to be researchers per se? Is/should being an 'academic-entrepreneur'

be expected from regular faculty? What balance could be considered an ideal one between all activities / do we move from being triathletes to 'quadriathletes'; is it sensible and does it make sense? Should the ability to raise research funds become a FCM criteria? How can faculty members be rewarded for their efforts (& success) in collecting money for research? ...

- Keeping a trade-off between institutional involvement (management of students and of curricula, implication in universities, recruitment ...) and time dedicated to research (empirical research, writing...) seems to be a permanent challenge.
- Pressure on publication for promotion; at short and medium term (at minimum) it may be at the risk of promoting 'quick and dirty' research / profiles.
- The development of *e-learning* and other educational technological devices will certainly lead to an evolution of teaching loads and of their assessment
- *Echoing a need to grow in size to become more visible in international rankings, the merger of universities* generates increased competition with other disciplines to open positions, recruit and promote faculty members and encourages competition solely based on publication in ranked journals; detrimental to science quality?
- In the French context, an evolution towards the autonomy of (state-owned) universities makes it possible to hire non-civil servants faculty members. It raises questions pertaining to their duties and careers as well as generates possible internal conflicts.

Irish Academy of Management – Dr Felicity Kelliher

- 1) Brexit - there are significant connections between Ireland and the UK in terms of collaborative academic research,
see: <https://hea.ie/assets/uploads/2017/06/Brexit-And-Irish-Higher-Education-And-Research-Challenges-And-Opportunities.pdf>
- 2) The introduction of *Technological Universities* is changing the landscape of HEIs over the next 2-5 years (see: <https://hea.ie/policy/he-reform/technological-universities/>), in particular academic staffing statistics (page 37) ... Higher Education Authority infographics offer a 'snapshot'
visual: <https://hea.ie/statistics/infographics/>
- 3) University ranking (see: <https://www.irishtimes.com/news/education/the-issues-set-to-dominate-irish-education-in-2018-1.3327645>)

ISCT - Instituto Universitário de Lisboa – Prof. Nelson José António

In five years, *some changes must happen. Our system is very expensive*. All the universities have many assistant professors and it is legitimate that all of them have ambitions to become associate or full professors. In my opinion it is impossible to satisfy their ambitions and from this impossibility many things will happen (for example, lack of motivation). I think soon or later the number of assistant professors will decrease.

Societa Italiana Di Management – Prof. Alberto Pastore

1. To support young faculty in the internationalization process for research and teaching (next 2 years).
2. To have a good tradeoff between quality and relevance of the research (next 3-5 years).
3. Supporting young researcher in increasing the quality and impact of teaching activity with more practical and relevant research, and also case production (next 5 years).

Verband der Hochschullehrer für Betriebswirtschaft e.V. – Tina Osteneck

- *Digital transformation* in research and teaching,
- Research funding by science funding agencies (i.e. BMBF, ERC, DFG),
- Sustainable management of and access to research data,
- *Transparent cooperation with companies*, and opportunities for *independent research*.

B. Multi-national associations in Europe and European-wide associations

European Association of Social Psychology – Dr. Kai J. Jonas

We expect *the job market to become tighter*. PhD programmes are already producing more candidates than the academic job market can integrate, while university institutions in many countries are changing the denomination of previously social psychology chairs to interdisciplinary denominations (e.g. health and social psychology). This will reduce the number of basic research focused chairs in our field and shift the discipline more towards an applied (with different foci) domain. We need to prepare future generations of social psychologists for these demands (in the countries with strong research agendas). In countries with less prominent social psychologies, we are still working on establishing the discipline.

European Business History Association – Prof. Ludovic Caillaud

Some of the main challenges for me.

- a) *Changing methods* in business historical research especially digitalization of sources (archives) will require training in new methodologies to be able to conduct relevant research projects. Although this is certainly a challenge, it also opens new alleys for business historians especially those working at business schools who usually make a living by teaching marginally business history and more frequently “main stream” courses (i.e. business and society, strategy, marketing, finance, OB, entrepreneurship, family business, etc...).
- b) *Changing questions*. Business historians have turn to tackle new research questions that are extremely relevant to the management field (and business schools) at large. A few examples:
 - i. the business history of the natural environment is now a mainstream question with a revised history of the 20th century development looking at pollution and impact but also at entrepreneurial opportunities for green business.
 - ii. Market and industry creation cross studies between history and entrepreneurship looking at the importance of business eco-systems, the joint role of the state, regulation, entrepreneurs and customers including non-humans in the ANT sense
 - iii. Geopolitics and business history with a renewed perspective on the role of economic nationalism/patriotism
 - iv. The history of innovation and family business
- c) The *digitalization of teaching*, online education and Edtech, there is a huge opportunity for business historians if they are good enough to train and adapt their teaching skills. It has been already demonstrated by colleagues at Bocconi per instance. Lots of job opportunities here for young (and not so young) tech savvy colleagues.
- d) A major challenge though lies for history department colleagues and even for B-School types in the potential decline in job openings related to Humanities and for History related courses. Pure Economic History jobs are becoming increasingly rare and Business Historians need to be able to offer dual competencies to survive the job market in most cases.

European Council for Small Business and Entrepreneurship – Prof. Eddy Laveren

- A big challenge is to give our academics *opportunities for publication* – contacts with journals and open access publication opportunities
- ECSB wants to help their members in *improving the publication process* by organizing paper development workshops

- Information about job opportunities may be interesting for early and mid-career academics

EGOS – Prof. Markus Höllerer on behalf of EGOS board

Very difficult question. There are many challenges of which we would signal: avoiding extreme specialization, *maintaining a scholarship that addresses the pressing issues that face our society* (environment, poverty, inequality, migration, artificial intelligence, etc.), and maintaining a focus in organization itself. There is a real risk that Organization Studies will become a peripheral sub-field of strategy or leadership studies. Further challenges includes the *marginalization of scholars from ‘poorer’ countries and institutions. Maybe the biggest challenge is maintaining a high calibre of scholarship in research* in light of the many pressures experienced by today’s academics. Another challenge for our members will be the necessity to reorient their work towards societal issues and relevance (particularly challenging as this appears to be often contradictory to the top journal publication challenge). Yet another challenge will be an increasing differentiation between research intensive and teaching intensive personnel, with tougher conditions and constraints in both cases. Finally, constraints and challenges will come from financial pressure on many business schools, particularly in Europe, with a direct or indirect impact on FCM.

European Institute for Advanced Studies in Management (EIASM) - Prof. Jerome Chabanne-Rive

Career management can always be considered alternately from an individual or institutional perspective. Studies and research in the field have shown for more than 30 years how much a change has been made from the promise - and assurance - of an individual career plan by an employer or sector to the guarantee of continued employability by the employer, provided that the employee takes charge and becomes fully involved in his/her career, seizing the opportunities available to him/her, including his/her employer. FCM is also impacted by this long-term trend, although it is important to analyse it and put it into perspective in terms of the link specificities between the faculties, their employers and their belonging community and the impact of long-term societal behaviors changes.

One can imagine, in a 10 years-perspective, the following challenges: the Individual and Organization challenge; the divide between academic theory and practice challenge and combination of practice and abstraction challenge; the teaching, formal and informal learning challenge and the art and craft of education focus challenge; the faculty professional training challenge; the hybrid faculty members integration challenge.

Nordic Academy of Management – Prof. Runólfur Smári Steinþórsson

1. How are institutions going to preserve (restore?) the conditions for career development *that is based on intrinsic motivation*?
2. How are going to balance the career demands regarding teaching, research and relations (services/impact) to the society?
3. How can the *technological development* (AI etc.) be of assistance and enable academic staff to become more effective?

C. National associations outside Europe and associations with worldwide scope

Africa Academy of Management Perspective – Prof. Sam Aryee

The challenges in descending order of importance are:

- developing and nurturing a research culture
- encouraging indigenous research as African contribution to the management conversation
- partnering with business schools on the continent to enhance the quality of business education
- developing a pool of scholars interested in management research in Africa to mentor early career academics

AFAM is reasonably well positioned to address these challenges over the next 3 years.

ANPAD, Brazil – Prof. Emil Hoffmann

We are considering 5-10 years term.

- 1) The first challenge is the expansion on the number of BPGS. We are almost 200 post-graduate schools (public and business administration, accounting, and tourism our evaluation area). We were 98 in 2010. Every year we are opening new places for students, and the demand didn't increase at the same proportion. So, we have an increasing on competition for students. In some non-public schools, criteria for application are very flexible, because demand is less than 1 by place in many cases. In that case professors must be much more flexible to attain a not so prepared student.
- 2) National agency which coordinates and evaluates the post-graduate schools (CAPES) changed its direction last January. In Brazil, evaluation is a comparative system, also between sciences. Health sciences are the most developed area in Brazil. They have a very consolidated system to publish. But

in our area, we don't have the same maturity. CAPES now is demanding using impact factor to evaluate journals. Our journals are not so developed, and most of them just publish in Portuguese. Is quite difficult to have a high impact factor with this reality. Our challenge will be to do transition, but publishing in Portuguese as well.

- 3) We are preparing Ph.D. students which in many cases are already assistant professors. But some of them, don't have a place. Brazilian Federal Government are not open to support post-graduate schools, at least not the public ones. A big challenge will be created conditions to open places for researchers we are forming.
- 4) CAPES is also demanding a bigger level of internationalization to both, professors and post-graduate schools. The challenge will be created conditions, as funding to support these activities in both levels.

Australian and New Zealand Academy of Management – Prof. Tui McKeow

There are a number of consistent themes that emerge across both Australian and NZ tertiary institutions:

- A. A focus on developing pathways for early career academics – from ECR network and specialist events through to formal awards and mentoring programs
- B. The move to provide a pathway from casual and often semester-by-semester employment to fixed term or permanent positions. This has often been championed by the union movement but has generally been recognised as being of benefit to all parties
- C. An increasing diversity in the demographic profile of the academic cohort – both of those entering as well as moving up through the ranks.

Indian Academy of Management – Dr Surender Munjal

The key challenges for FCM in the near future are:

- a) Innovation: Faculty tends to settle into organizational routine this always hurts innovation/creativity in the way they do their work. The FCM should reward out of the way thinking and allow people to take risk by trying things differently.
- b) Impact: Research is *often detached from the ground reality* and therefore its relevance and impact on real life is questionable.
- c) Recruitment: *High quality individuals often tends to move to away from academia* as industry offers higher pay and such individuals are always in demand.

International Corporate Governance Society – Prof. Bill Judge



1. Institutions increasingly are *moving away from tenure-track positions*, which makes it difficult to focus on career development.
2. Institutions *emphasize disciplinary excellence over interdisciplinary excellence*
3. *Faculty don't want to volunteer to help others* in their development.

4. How does the organization you represent envision to address the challenges you described in 3 above?

A. National associations in Europe

ACEDE – Prof. Xavier Molina

- Respect to the first challenge, it is really out of the control of our association. Anyway, the association promotes the importance of the higher level of education, and through the network that was generated in our conferences, workshops and meetings and so on. We aim to improve the efficiency of the allocation of human resources in our universities.
- Regarding the internationalization, ACEDE has undertaken activities to improve our degree of internationalization. Among these activities, agreements with international institutions, the invitation of international colleagues, exchanges experiences, the inclusion of international editors in our Journal board and so on.
- Our association promotes the research of our memberships by funding our own Journal BRQ, included in the ISI Social Sciences Edition and with an increasing impact. I believe these activities facilitate the diffusion of the research results of our membership. Our association is highly reputed precisely due to its high research standards. An increasing number of members are highly recognized internationally, with high-quality teams, research and publications.
- In addition, our association has recently embraced the new teaching methods and pedagogic innovation in our conferences and workshops.

Finally, we are concerned about the interaction between academia and the real business world. In consequence, we introduced in all our events, particularly.

Association Internationale de Management Stratégique – Prof. Isabelle Bouty

- Promoting a responsible publication activity for young scholars through PhD doctoral workshops
- Contribute to the recognition of young researchers (e.g. thesis prizes) and involve them in AIMS' scientific policy.
- Support and promote emerging research themes with high academic and societal impact (e.g. AIMS thematic groups; AIMS thematic sessions)

- Contribute to a possible debate in order to achieve clear balance among various aspects (publication, teaching, institutional involvement etc) in career management criteria
- *Strengthening the scientific community on a national and European level (with EURAM) to further develop a sense of community and solidarity in research and promote positive values in research and teaching.*
- Fostering research in management by sustaining *free open access* journals (such as M@n@gement)
- Participate (as far as possible) in the ranking choices of academic journals in France for a better representation of management research and its diversity.

Irish Academy of Management – Dr Felicity Kelliher

The Irish Academy of Management strategy (2019-2024) due to be released later this year seeks to:

- To build wider appreciation and acceptance of the science and practice of management.
- To provide opportunities for researchers to collaborate within and across the sub-area specialties of management.
- To encourage presentation and publication of scholarly research.

ISCT - Instituto Universitário de Lisboa – Prof. Nelson José António

In my opinion the organization is waiting for a *solution coming from the government*.

Societa Italiana Di Management (SIMA) – Prof. Alberto Pastore

SIMA offers a School for Research (with some modules during the year) and an annual conference for supporting young researchers in the internationalization process. For this aim SIMA has developed also some affiliation and partnership with international organizations and academies, such as Euram.

We are also offering the opportunity to publish high quality and relevant research with international publisher thanks to a Sima series and a Journal of management with international standards.

Sima launched also a competition for case writing with the support of an international publisher.

Verband der Hochschullehrer für Betriebswirtschaft e.V. – Tina Osteneck

- VHB tackles digital transformation in its regular workshops as well as in its annual conferences, e.g. Frankfurt 2020.
- With its open access journal “Business Research“, VHB provides a worldwide-accessible open electronic journal and publishes articles in six areas of business research: Accounting, Finance, Management, Marketing, and Operations as well as Information systems (<http://businessresearch.org>).
- VHB launched an additional program (“VHB-ProCareer“, <https://vhbonline.org/veranstaltungen/procareer/>) in order to support young researchers finding their way through their university careers.
- VHB offers a package price for young researchers to become members and participate in its courses.
- The organization annually awards young researchers for “Best practice papers“, “Best conference papers“, “Best textbook” and “Young talent award”.
- VHB has a strenuous working group on faculty career management.
- It supports the Open Access journal “Junior Management Science” (JUMS) that publishes theses below doctoral level.
- Together with organizations and initiatives pursuing similar ends, VHB participates in the debate on better and sustainable research data management (NFDI).
- VHB supports inter-university cooperation research projects such as the newly approved DFG special research program on how accounting influences firm and regulatory transparency and how regulation and transparency affect our economy and society (<https://accounting-fortransparency.de/>).

B. Multi-national associations in Europe and European-wide associations

European Association of Social Psychology’s – Dr. Kai J. Jonas

We plan to intensify our mentorship efforts by introducing *1:1 mentoring*, provide knowledge transfer activities (workshops and conferences) and maintain the funding we can offer to our members.

European Business History Association – Prof. Ludovic Caillaud

The association during its doctoral summer school and annual congresses regularly organize sessions held by senior and young colleagues to address the challenges of the job market in our diverse constituencies (management & history department).



European Council for Small Business and Entrepreneurship – Prof. Eddy Laveren

ECSB organizes two conferences (3E (European Entrepreneurship Education) conference in May and the RENT Conference in November) where academics can network with other academics and peers.

The day before the RENT conference ECSB organizes a doctoral workshop, a postdoc writing workshop and a mid career consortium (see file attached).

EGOS – Prof. Markus Höllerer on behalf of the EGOS board

We discuss, organize, think through and plan with the organizers of our colloquium, the editors of our journals, and our membership. We run conferences in Eastern Europe (and beyond) aimed at drawing their scholars into our community, we offer awards that highlight excellent research, and we encourage members to voice their concerns and anxieties. We try to address burning issues of our times in sub-plenaries.

European Institute for Advanced Studies in Management (EIASM) - Prof. Jerome Chabanne-Rive

We will try to produce content -from the available data and experience we have- to know more on management HER faculty management, from individual and institutional level. We will try to answer the request from a prospective observatory. Institutions - employers- and community associations have to take their responsibilities, in accompanying faculty through the evolution and challenges of a known but deeply changing environment and accompanying young scholars and PhD students through the metamorphosis of a changing world.

Nordic Academy of Management – Prof. Runólfur Smári Steinþórsson

That I cannot say!

C. National associations outside Europe and associations with worldwide scope

Africa Academy of Management Perspective – Prof. Sam Aryee

These challenges are not insurmountable. Concrete steps being taken include:

- enhancing the utility value of the bi-annual faculty development workshop. In addition to its current focus on paper development, AFAM plans to include methodology workshops.

- partnering with professional associations across the continent to fund faculty development workshops and to assist AFAM members with research access
- identifying funding opportunities to enable members to conduct impactful, phenomena-based research.
- promoting mentoring of early career academics through internship opportunities at research intensive universities.

ANPAD, Brazil – Prof. Emil Hoffmann

- 1) At every event we offer workshops about alternative methodologies, cutting-edge topics, how to deal with stress, parenthood and the academy. We are worried about our role as a National Association with so different members, in so different contexts. We also have a national ranking test to evaluate some candidates' competences who want to apply to BPGS. It is a powerful tool, because the ranking is comparative.
- 2) ANPAD has two journals. We are improving our own journals, but we also create conditions to national journals development. In this sense, every year we invite publishers, and editors of very competitive journals to share their experience with our public, in our conference.
- 3) For this year, we will offer research support for young researchers who have more difficulties to reach funding to their projects. It will be a national open and competitive application.
- 4) Every year we have many international keynote speakers in our conferences. By the first time in ANPAD, we will have almost 20 of them. For ANPAD it is very expensive, but we believe that is an investment we are doing in the internationalization of our members. We encourage our members to invite these keynote speakers to do a speech for their own M.Sc. and Ph.D students, before or after our conference, considering the biggest expense, the international ticket, ANPAD pays.

Australian and New Zealand Academy of Management – Prof. Tui McKeow

This is very much at university level with reporting and wider discussions being then held at the regular ANZAM Board meetings – which also feature a Heads of School Meeting as the ½ day last event of these 2-3-day sessions.

The ABDC is also a venue for the wider discussions.

Indian Academy of Management - Dr Surender Munjal



INDAM is conscious of these challenges. As an association, INDAM can organize sessions for the senior management in various business school around the country to make them aware of these challenges. Since, these are systematic issues faced by most of the schools, I believe general solutions can be found for which collaborations between schools is possible. Resources can be mobilized from individual schools.

Faculty development programmes can designed to deal with the problems of innovation and impact. Recruitment fairs can be organized at the INDAM conference/workshops to offer one stop shop for attracting high quality individuals

International Corporate Governance Society – Prof. Bill Judge

We offer faculty a chance to learn from the best and the brightest from all over the world in multiple disciplines.

We hope to start *offering regional conferences* in the future to help reduce faculty *travel costs*.

RESPONSES TO EURAM QUESTIONNAIRE FOR THE 2019 PRESIDENTIAL ACTIVITIES ON FACULTY CAREER MANAGEMENT (FCM) BY ASSOCIATIONS ACROSS THE WORLD

Addendum

This version: June 26, 2019

C. National associations outside Europe and associations with worldwide scope

Asia Academy of Management – Professor Jane Lu

We have very diverse members across many countries in Asia Pacific region. Traditionally, most institutions in this region focus on teaching. Research, if any, tends to be policy oriented. Starting from late 1990s or early 2000s, there has been a growing emphasis towards scholarly research. The spread of this new focus or requirement varies a lot across countries/areas in Asia. However, the general trend is that scholarly research comprises of an important criterion in evaluation and promotion. Even so, given the diversity of Asia, it is perhaps not surprising that there is no consensus on scholarly research. Universities in certain countries have their own domestic standards while universities in some other countries have adopted the international standards.

In terms of scholars, they can be divided into domestically trained and internationally trained scholars. The former tends to follow local standards while the latter emphasizes international standards. This has resulted in two different career tracks (local track and international track) in some countries in Asia. Faculty members under the local track have heavier teaching load but lower research requirements. Faculty members under the international track have lower teaching load but higher research requirements. The pay for the latter is usually higher than that for the former.

AAoM helps our members to enhance career success by conducting various publishing workshops – 3 workshops on average per year – to help our members to meet the relatively new research requirements. We also promote mentoring program if possible among our member institutions.