This Academy is for you! That is the main conclusion I draw from the Academy's Statement of Strategic Direction, which was adopted by the Board of Governors in April and is being launched at this conference in numerous meetings of the board, council, committees, and divisions.

In his 1993 Presidential Address, Don Hambrick (1994) asked, "What if the Academy actually mattered?" I argue that the Academy matters a lot, and it will matter even more to society in general and us specifically as we actualize our strategic direction. However, I do not think that the Academy matters in the ways that might be implied in Don's address. Through the strategic planning process, I think we are gaining a more fundamental appreciation of who we are and what the unique roles and distinctive contributions are that the Academy provides to society.

You and I have diverse backgrounds, needs, and walks of life. Some of us teach, some conduct research, some consult, and some manage organizations; many of us do all these things in varying degrees and settings. Some of us work in academic colleges and universities and some in corporate universities, whereas others work in research institutes, consulting firms, government agencies, and companies. Whatever our walks of life, our needs are interdependent by virtue of our common pursuit of advancing the scholarship of management. Our common aspiration can only be accomplished through a lot of individual and collective effort in creating tomorrow's Academy today. The Academy is for US and it is US. We ARE the Academy. We make the Academy for ourselves and the next generation. So, to my twelve-year-old son, John, this Academy is for you too!

Some people have the impression that the Academy is a large, institutionalized system, and they feel they are at the receiving end—being both the beneficiaries and victims of the "system." This impression is understandable for new members. Few if any of us began and launched our professional careers without the supportive infrastructure of the Academy of Management—an infrastructure not of our making. We were the fortunate beneficiaries of a legion of foretrekkers, led by our past presidents. They built the Academy, and we thank them.

As I became familiar with the Academy, I began to recognize that the Academy is a community of practicing scholars. WE set the standards of what we do, produce, and practice. Now that we have arrived in the Academy, we have the opportunity to pass it on by building a better infrastructure for the next generation of management scholars. We all play a role—as researchers, teachers, consultants, managers, and students—and we all make what the Academy is to us. Through all the energy, fuss, and worry that you and I contribute to the Academy, we are realizing our ambitions of becoming a part of something bigger than we can ever accomplish individually. In the process of doing so, we reap the benefits and satisfactions of being a practicing member of this professional community.

Thankfully, a greater number of leaders, more than ever before, are taking advantage of this opportunity to construct our future today. Some say the Academy is run by a small, inbred group of elite leaders. If that is so (and I do not believe it is), then this group of elite leaders is large and diverse. The Academy's 2000–2001 Leadership
Directory lists over 800 members who are serving in senior leadership roles of the Academy’s board, council, divisions, interest groups, publications, committees, and activities. Moreover, many of you are extending the Academy’s infrastructure with overlapping memberships and leadership roles in AOM regional and international affiliates.

As a result of this broad base of extraordinary voluntary leadership, I am proud and thankful—as you should be—that the Academy’s infrastructure is vibrant, pluralistic, and prepared to address the changes unfolding in the field of management education and research.

THE CHANGING FIELD OF MANAGEMENT EDUCATION AND RESEARCH

A little environmental scanning indicates that dramatic changes are unfolding:

- The Academy of Management has grown from 1,400 members in 1970 to 12,000 members today, whereas membership in the American Society of Training and Development (ASTD) has grown from 9,500 in 1970 to over 40,000 currently (see Figure 1). The differences between AOM and ASTD largely reflect the fact that there are far more professionals engaged in management training, development, and consulting than in management scholarship.
- During the past decade, academic business school faculty in traditional and executive education programs increased from 21 percent to 27 percent, while the number of U.S. management consultants increased 81 percent in the United States and 300 percent in Europe (see Figure 2). Corporate universities increased 400 percent. Whereas there are now about 1,200 U.S. academic business schools, there are 1,600 corporate universities (only 400 existed in 1990).
- These comparative trends are confounded by an even more dramatic growth of distance learning, as many novel strategic alliances are emerging among business schools, consulting firms, corporate universities, and "virtualEd.coms" (Graydon, 2000). A 1999 study, "The Carriers of European Management Ideas," led by Lars Engwall, corroborates these findings.

Reflecting on these data, I often think of the folly of business schools chasing the Business Week ratings while the field of management education may be passing them by. Hopefully, the Academy will not fall into this trap by trying to grow bigger or faster than ASTD, corporate universities, or consultants, which serve the vital role of training, developing, and consulting. Our role is to be the best that we can be in advancing the scholarship of management. Speaking for myself, I can’t imagine why I should want to compete with my students and friends who are now leading the ASTD and sister associations. They are professionals in their own fields—gifted with the special talents of translating and disseminating management knowledge in diverse,
FIGURE 2
Growth Rates of Management Education Organizations, 1990–2000

Particular settings. The more I can help them be successful, the more gratifying my scholarly journey will be. Moreover, the more we interact and collaborate, the more we will learn about what theories and research findings are useful and needed.

The U.S. Bureau of Labor Statistics (BLS) projects that from 1998 to 2008 the number of executive, administrative, and managerial workers will increase 16 percent (or 2,400,000 jobs) while the number of professional specialty workers will increase 31 percent (or 5,300,000 jobs)—the fastest of any group in the U.S. labor force (see Figure 3). Occupations requiring an associate degree or more, which accounted for one-fourth of all jobs in 1998, will account for 40

FIGURE 3

percent of total job growth from 1998 to 2008. In comparison, growth rates are much lower for jobs not requiring graduate degrees. As these data suggest, work in society is becoming increasingly knowledge intensive, requiring higher levels of education and substantial growth in college and university faculty to provide this more educated workforce.

These trends stimulate many questions and issues. For example:

- Are we witnessing the commercialization of management education and research? What are we gaining and losing in the process? What’s happening to the pursuit of basic knowledge for its own sake?
- What should the Academy do to help prepare its members for the transformation taking place not only in colleges and universities but also in the larger field of management education? For example, because of changing job opportunities, will more of us and our doctoral students become employed by consulting firms and corporate universities, rather than academic business schools, for parts of our careers?
- What roles might the Academy of Management play in these larger developments? In what areas should the Academy participate as a niche player? In what areas does it have distinctive capabilities to play a leadership role?

During the past year, the Board of Governors launched a strategic planning initiative to address some of these issues. With the tremendous voluntary help of Tom Cummings and Larry Greiner, our process facilitators, a Statement of Strategic Direction emerged through four day-long board meetings, two electronic web board discussions with all division and committee chairs and council members, and ten focus groups involving AOM members and nonmembers. We received excellent feedback from the “grassroots” membership, since many division chairs also shared drafts with their members. Never before have so many members of the Academy been directly involved in developing the mission and strategic direction for the Academy.

I now summarize the mission, values, and strategies in this Statement of Strategic Direction. We view this statement as a guiding set of principles pointing us in a collective direction but leaving much room for divisions, committees, and members to creatively build upon over the years with new initiatives and specific action steps. It is a “living document,” subject to change as we go forward. After all, this Academy is for you because it is you! We make the Academy!

**MISSION OF THE ACADEMY**

The Academy of Management is a leading professional association of scholars dedicated to creating and disseminating knowledge about management and organizations. The Academy’s central mission is to enhance the profession of management by advancing the scholarship of management and enriching the professional development of its members. The Academy is committed to shaping the future of management research and education.

This mission states what we stand for; it represents the Academy’s enduring identity. It has not changed much over the years, but I think our interpretation of this mission has. The Board of Governors has chosen four strategic directions to guide us in selecting specific initiatives that advance this mission statement:

- Identify and serve the needs of members
- Grow in enrichment of members—not in membership for its own sake
- Encourage global perspectives among members and foster alliances with associations from other countries/regions
- Advance scholarship of research, teaching, and practice—while different, each is important

I comment here on each of these strategic directions.

**Identify and Serve the Needs of Members**

As mentioned above, Academy members are diverse, and their needs for professional development, training, and expression change over time and differ by career stages and interests. Through the many division workshops, the Academy has excelled at socializing and devel-
oping new and junior members. We need to extend this to address the different and changing professional needs of our members in the middle and later stages of their careers. Current and future needs of members for the Academy as a whole and for each division and interest group should be ascertained frequently and used as the primary criterion for deciding what initiatives and activities to undertake. So, prepare to receive a survey that asks you to indicate your needs so that this Academy can better serve you.

Grow in Enrichment of Members—Not in Membership for Its Own Sake

The Academy seeks growth in the development and enrichment of its members—not growth in membership or revenues for its own sake. For some of you, we have already grown too big. The point of this strategy is that we need to focus on building and nurturing the distinctive competencies of scholarship for our members, and we need to allow growth to be a by-product of these enrichment experiences. While most Academy members are academics, we seek and encourage members from all walks of life who are interested in advancing the scholarship of management knowledge.

Encourage Global Perspectives Among Members and Foster Alliances with Associations from Other Countries/Regions

The Academy is a member of a global and pluralistic profession of management scholarship. Attention to international issues and concerns is encouraged among all members of the Academy. We do not seek to be a global academy of management and colonize the world. Rather, we seek to enlighten ourselves about our global profession and to confederate with associations throughout the world to accomplish this. There is so much we should share with and can learn from each other. We value the contributions and multiple perspectives of members from all countries and regions. There is so much we need to study and understand of people and organizations from many different cultures and countries. We are members of a global village, and this village is not at all like the neighborhood we grew up in.

Figure 4 shows a map of the world by income. It was produced by the World Bank for its "World Development Report: Attacking Poverty, 2000/2001." It classifies country economies by estimates of 1999 GNP per capita:

- High-income countries, averaging $25,730 GNP/capita (with individuals earning $9,266 or more), represent 15 percent of the world's population.\(^5\)
- Upper middle-income countries, averaging $4,900 GNP/capita (ranging from $2,996–$9,265), represent 10 percent of the world's population.\(^3\)
- Lower middle-income countries, averaging $1,200 GNP per capita (ranging from $755–$2,995), include 36 percent of the world's population.\(^4\)
- Low-income countries, averaging $410 GNP/capita (with individuals earning $755 or less) are inhabited by 45 percent of the world's population.\(^5\)

These are country averages; obviously, great variations exist within countries. There are tremendous social and technical disparities that go with this economic stratification among the countries of this world. For example:

- The adult illiteracy rate varies from 30 percent of males and nearly half of all females in low-income countries to only 1 or 2 percent for men and women in high-income countries (see Figure 5). In fact, nearly one-third of all women and 18 percent of all men in the world are illiterate.
- The secondary school enrollment ratio (Figure 6)—the percent of high school age kids enrolled in secondary school—varies from 51 percent in low-income to 95 percent in high-income countries. As expected, enrollment in higher education drops precipitously below these ratios. One in one hundred people in the world today have a college education.
- And if you think that distance learning and e-commerce over the web can address these disparities, think again. Figure 7 shows that people in low-income countries have only 3 personal computers per 1,000 people and people in lower and upper middle-income countries have only 13 and 53, re-

\(^{5}\) These include Europe (Switzerland [$38,350], Norway [$32,880]), Japan ($32,230), the United States ($30,600), Singapore ($29,610), Australia ($20,050), Canada ($19,320), and New Zealand ($12,780).

\(^{3}\) These include Argentina ($7,600), Brazil ($4,420 GNP/capita), and Mexico ($4,400).

\(^{4}\) This includes China, with $780 GNP/capita and 1.3 billion people—the world’s most populated country.

\(^{5}\) This includes India, with $450 GNP/capita and nearly 1 billion people—the world’s second most populated country.
FIGURE 4
The World by Income

This map presents economies classified according to World Bank estimates of 1999 GNP per capita. Not shown on the map because of space constraints are French Polynesia (high income); American Samoa (upper middle income); Fiji, Kiribati, Samoa, and Tonga (lower middle income); and Tuvalu (no data).

spectively, whereas people in high-income countries have 311 computers per 1,000. Fewer than one in one hundred people in the world today own a computer.

I am surprised that we pay so little attention to these tremendous disparities in our world, particularly since we espouse an international or global perspective in our management scholarship. Thirty percent of our members are from non-U.S. countries, and more than forty countries are represented in this room and speaking in sessions at this conference. Perhaps we are more homogeneous than we think. To explore this a bit, I categorized the forty countries we are from in terms of these four income categories. Figure 8 shows that we have 3 program participants from low-income countries and 55 from middle-income countries, while we have 640 from high-income countries, excluding the United States—3,142 including the United States. In other words, 98 percent of us come from the same high-income countries, whereas only 2 percent of us here can talk directly and personally about the inequities and disparities experienced by 85 percent of the world’s population.

The vast majority of potential members of our profession cannot afford to be here. Yet they, not us, educate 85 percent of the world’s population, including potential managers. The most critical constraint—and the greatest opportunity for the future of our global economy—is to reach out and learn about the management and institutional forces that perpetuate and might ameliorate these disparities among countries. Our future as a society and profession depends on this.

Advance Scholarship of Research, Teaching, and Practice—While Different, Each Is Important

The enduring mission of the Academy has been to enhance the profession of management by advancing the scholarship of management.
Scholarship is the creation and dissemination of new knowledge about research, teaching, and practice. In his 1996 Presidential Address, Rick Mowday (1997) called for us to reaffirm our scholarly values by adopting Ernest Boyer's (1997) engaged view of "scholarship" as the scholarship of discovery, teaching, practice, and integration. As Rick advocated, in its Statement of Strategic Direction the board stated that knowledge advancements in each of these domains are important, and we should not limit ourselves to one domain. Just as the development and testing of new research knowledge are central to informing our teaching and practice, so also the discovery of new questions and ideas from teaching and practice should nourish and guide our research.

It is vain to think that researchers have a monopoly on knowledge creation. Practitioners and consultants discover anomalies and insights from their practices, as teachers do with their students and scientists with their research. The knowledge that researchers, teachers, consultants, and practitioners learn by themselves is different and partial. If it could be coproduced and combined in some novel ways, the results could produce a dazzling synthesis that could profoundly advance theory, teaching, and practice.

But We Have a Problem

In this April's AMJ special issue, guest editors Sara Rynes, Jean Bartunek, and Richard Daft (2001) claim that academic research has become less useful for solving the practical problems of managers. The gulf between the science and practice of management is widening. There is growing criticism that findings from academic and consulting studies are not useful for practitioners and do not get implemented (Beer, 2001). There is also growing debate between advocates of normal science and action science methods (Beer & Nohria, 2000). In short, academic researchers are being criticized for not adequately putting their management knowledge into practice. But this criticism goes both ways. Managers and consultants are not doing enough to put their practice into theory. As a result, organizations are not learning fast enough to keep up with the changing times.

I do not believe this gulf is due to a lack of interest or commitment to the practice of management. On the contrary, in our interactions with students and managers, we struggle each day with the challenges of developing and applying management principles in practice. So also, as Bill George (2001) emphasizes in his
As you know, the gap between research and practice of management knowledge is a complex and controversial subject. As he did on so many topics, Herbert Simon provided a useful way to frame this problem. Before examining his work, I wish to note here that Herbert Simon passed away this year. He and Lyman Porter...
were the first recipients of the Academy's Distinguished Scholar Award in 1983. Simon's numerous contributions have profoundly influenced the development of our profession, and they will continue to do so in the future. In particular, I believe Herbert Simon's ideas are very useful for designing professional learning communities within the Academy of Management.

Simon (1976) proposed that a basic challenge for scholars in professional schools is to contribute to both the science and the practice of management—not either/or. As Figure 9 illustrates, the information and skills relevant to accomplishing this come from the social system of practitioners and the social system of scientists in the relevant disciplines. These social systems have elaborate institutions and procedures for storing, transmitting, developing, and applying knowledge. Each represents a different community of practice, and the main way to understand each community is to participate in it.

Simon (1976) points out that a social system, if left to itself, gravitates toward an equilibrium position of maximum entropy. For the Academy, this position is a bimodal separation of members and divisions on the opposite ends of the pendulum in Figure 9. One segment gets absorbed in the applied culture of managers and businesses. It is dependent on the world of practice as its sole source of knowledge inputs. Instead of creating new knowledge that can advance the profession, this segment becomes a slightly out-of-date purveyor of almost current managerial practices. The other segment, often trained intensively in a basic discipline, gets absorbed in the culture of that discipline and is largely dependent on it for goals, values, and approval. For the most part sealed off from the practitioner's community, these disciplinary scientists begin to view management practice as an irrelevant source for generating, developing, or applying new knowledge. If left unchecked, this evolutionary drift breeds intolerance and polarized conflicts between Academy members espousing either basic or applied research extremes.

Simon cautions that building a culture that respects and tolerates diversity among scientists and practitioners is very much like mixing oil with water: it is easy to describe the intended product but less easy to produce it. And the task is not finished when the goal has been achieved. Left to themselves, the oil and water will separate again. This natural separation occurs not only between practitioner-oriented and discipline-oriented members but also between scholars from different disciplines. Such sepa-
rations prevent the Academy from becoming a professional learning community and from achieving its mission.

To advance a culture that values learning across divisions, David Jamieson and Joan Weiner, directors of our Management Practice Theme and Teaching Theme Committees, respectively, are developing a set of academy-wide programs, forums, and discussion groups for ongoing dialogue among scholars and practitioners across divisions and disciplines. I applaud these initiatives. They can be especially effective when they address important interdisciplinary questions and research themes that attract attention and pull (rather than push) individuals across boundaries. Interactions between scientists and practitioners in these kinds of forums can decrease stereotypes; increase familiarity, respect, and trust; and set the stage for the emergence of a learning community.

I may be dreaming, but wouldn't it be nice if the Academy of Management created professional learning communities that nurtured the coproduction of management knowledge? These learning communities could be gathering places and forums where academics, consultants, and practitioners would view each other as equals and complements. Through frequent interactions, these individuals could come to know and respect each other and could share their common interests and different perspectives about problems and topics. They could push one another to appreciate issues in ways that are richer and more penetrating than we understood before.

As you know, all kinds of basic and applied scholarship go on in the Academy. You might think that I am advocating that Academy members should conduct more applied and less basic research. That is clearly not my intention. On the contrary, following Simon, I am arguing that the quality and impact of fundamental research can improve substantially when scholars do three things: (1) confront questions and anomalies arising in management practice, (2) conduct research that is designed in appropriate and rigorous ways to examine these questions, and (3) analyze and translate research findings not only to contribute knowledge to a scientific discipline but also to advance the practice of management (Van de Ven, in press).

Simon points out that significant invention stems from two quite different kinds of knowledge: (1) applied knowledge about practical issues or needs of a profession and (2) scientific knowledge about new ideas and processes that are potentially possible. Invention is easiest, and likely to be incremental, when it operates in one extreme along the pendulum in Figure 9. For example, applied researchers tend to immerse themselves in information about problems of the end users, and they then apply known knowledge and technology to provide solutions to their clients. Such transfer and application of knowledge to solve practical business problems often does not result in creating new knowledge that advances the discipline and the profession.

At the other end of the range, pure scientists immerse themselves in their disciplines to discover what questions have not been answered, and they then apply research techniques to answer these questions. If scientists cannot answer their initial questions, they can modify and simplify them until they can be answered. If this process repeats itself, as is customary, the research questions and answers become increasingly trivial contributions to science, and even more irrelevant to practice.

But if scholars are equally exposed to the social systems of practice and science, they are likely to be confronted with real-life questions at the forefront of knowledge creation—a setting that increases the chance of significant invention and research. As Louis Pasteur stated, "Chance favors the prepared mind." Research in this context is also more demanding, because scholars do not have the option of substituting more simple questions if they cannot solve the real-life problems. But if research becomes more challenging when it is undertaken to answer questions posed from outside science, it also acquires the potential to become more significant and fruitful.

The history of science and technology demonstrates that many of the extraordinary developments in pure science have been initiated by problems or questions posed from outside. Necessity is indeed the mother of important inventions. Thus, a professional learning community, as proposed here, can be an exceedingly productive and challenging environment for making significant advances to both the discipline and practice of management (Van de Ven, 2000).
A Professional Association

Finally, let's return to the first sentence in our mission statement:

The Academy of Management is a leading professional association of scholars . . .

I have a knee-jerk reaction when people refer to the Academy as an "organization." Perhaps this is true concerning some of the administrative functions and services that the Academy needs to provide its members in efficient and effective ways. But this misses the core identity of the Academy as a professional community.

A profession is an exclusive community of highly trained individuals who apply somewhat abstract knowledge and skills to perform specialized and socially valued work; who identify with their work; and who share common values, norms, and perspectives about work-related matters (Van Maanen & Barley, 1984). What are these values for the Academy of Management?

The Statement of Strategic Direction emphasizes the following key values:

- Develop and communicate high-quality research, practice, and teaching of management. There is no substitute for quality. Across the diversity of topics, paradigms, and methods among our divisions and members, we hold to one uncompromising value: quality is job one.
- Advocate ethical and responsible research, teaching, and practice of management knowledge, as emphasized by Elena Antonacopoulou and Stella Nkomo, cochairs of our Ethics Committee, in their plans to take a positive and proactive approach to advocating ethical behavior. It should be a central topic in each doctoral student and junior faculty consortium.
- Provide a supportive and dynamic community for learning and sharing.
- Encourage and appreciate pluralistic perspectives from members throughout the world.
- Build cooperative (not competitive) relationships with others to advance the scholarship of management.

You might ask—as others do—why we fuss with these norms and values of scholarship. Although the pursuit of scholarship for its own sake remains an appropriate response, the Academy is not immune to the rise of a more instrumental market logic, where everything is done for a rational consequence and material gain. This market logic requires justifying one's role or work by the consequences it produces in satisfying customers. Unlike an administrative organization, the Academy is a scholarly professional community. As such, it is an institution that advances specialized knowledge for its own sake because it is the right thing to do.

An appreciation of our identity and role in society, as distinct from the instrumental consequences of our work, was best articulated by Jim March in his retirement remarks, "The Scholar's Quest," to the Stanford business school faculty in July of 1996. Allow me to read some of Jim's remarks as they may apply to the Academy:

[The Academy] is only incidentally a market. It is more essentially a temple—a temple dedicated to knowledge and a human spirit of inquiry. It is a place where learning and scholarship are revered, not primarily for what they contribute to personal or social well being but for the vision of humanity that they symbolize, sustain, and pass on.

Søren Kierkegaard said that any religion that could be justified by its consequences was hardly a religion. We can say a similar thing about [Academy] education and scholarship. They only become truly worthy of their names when they are embraced as arbitrary matters of faith, not as matters of usefulness. Higher education is a vision, not a calculation. It is a commitment, not a choice. Students are not customers; they are accolytes. Teaching is not a job; it is a sacrament. Research is not an investment; it is a testament . . .

The complications of confronting the ordinary realities of day-to-day life often confound such lofty sentiments, and I would not pretend that it is possible or desirable to ignore consequences altogether. But in order to sustain the temple of education, we probably need to rescue it from those who respond to incentives and calculate consequences and restore it to those who respond to senses of themselves and their callings, who support and pursue knowledge and learning because they represent a proper life, who read books not because they are relevant to their jobs but because they are not, who do research not in order to secure their reputations or improve the world but in order to honor scholarship, and who are committed to sustaining an institution of learning as an object of beauty and an affirmation of humanity.

This may sound like romantic madness if you think of the Academy as an instrumental organization, but it is our SOUL if you think of the Academy as a professional community (see Figure 10).

- If the Academy does not revere the advancement of knowledge for its own sake, who will?
FIGURE 10
If the Academy Does Not, Who Will:

1. Revere scholarly inquiry for its own sake?
2. Create knowledge with no immediate application?
3. Emphasize diverse interests of stakeholders?
4. Provide a supportive & inclusive community?
5. Develop the future members of our profession?
6. Nuture & sustain our professional community?
7. Fill our pitcher?

This Academy matters! It’s for you!
It nourishes our calling of scholarship

- If the Academy is not dedicated to creating basic knowledge that may not have any immediate short-term applications, who will be? Many major inventions that have revolutionized the world emerged as a result of basic science that preceded commercial activities by many years and made proprietary commercialization possible.

- If the Academy does not emphasize the diverse interests of many stakeholders in society beyond those of self-interested managers, who will? Or are we simply “still servants of power” in our research, teaching, and practice, as Art Brief (2000) cautions in his thought-provoking essay?

- If the Academy does not focus on providing a supportive and inclusive community where relationships among peers are valuable as ends in themselves, far beyond their instrumental means to advancement and promotion, then who will? As Dave Whetten (2001) said in his Presidential Address last year, what matters most is that we establish supportive relationships. So also Connie Gersick, Jean Bartunek, and Jane Dutton emphasized the importance of peer relationships in professional life in an AMJ article last December. One study participant stated, “A good colleague group is ‘sort of everything’” (2000: 1026).

- If the Academy does not socialize, train, and develop the members of our profession, who will? If the Academy does not nurture and sustain our professional community so that its members can go into the world to make their instrumental contributions, who will?

I wish to remember Reverend Leon Sullivan. He was Pastor of the Zion Baptist Church in Philadelphia, author of the Sullivan Principles on Apartheid in South Africa, and founder of the Opportunity Industry Centers (OICs) throughout the United States and Europe. He passed away, at 78, this year. His legacy parallels that of his good friend, Dr. Martin Luther King. I had the privilege of working with Reverend Sullivan on the OICs. One time he said, “People come to church on Sundays to get their pitchers filled.” And so it is with us. We are here to get our pitchers filled so that we can go into the world to advance the profession of management by our teaching, research, and practice. The Academy matters most fundamentally because it fills our pitchers. When our pitcher runs out, we dry up, wither on the vine, and become “deadwood.” This Academy is for us to nourish our calling of scholarship!

CONCLUSION

Don Hambrick (1994) asked in his Presidential Address, “What if the Academy actually mattered?” I hope you agree that the Academy matters a lot to us, and it will matter even more to us and society as we actualize our strategic direction. One inference from Don Hambrick’s address is that the Academy should become an agent for advocacy and advice to practitioners. Advancements in this direction are neither the culture of the Academy nor what society deserves. Through the strategic planning process, we have gained a more fundamental appreciation of who we are and the unique roles and distinctive contributions that we in the Academy provide to society. The Academy’s central and enduring mission is to enhance the profession of management by advancing the scholarship of management and enriching the professional development of its members.

This Academy is for you. It is a professional association that matters a great deal to you, and me, and society. If this were not true, you would not be here. More than half of our members attend our annual conference! Harry Briggs, acquisitions editor of M.E. Sharpe, attends many professional association conferences. He told us the other day that no other association comes close to that of the Academy in member attendance.

As our Statement of Strategic Direction implies, we have many challenges and improvements to make. However, let us be proud of the Academy’s achievements and feel good about ourselves. We are all here, and that means the Academy matters a great deal to us. Moreover, because we are here, learning and sharing with one another, we can go home feeling enriched...
and empowered to make our instrumental contributions to society. Because our pitchers are being filled, we can pour new life into our scholarship of teaching, research, and practice.

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